



Grade 5

Sample Released Questions with Annotated Student Responses

2004

This document represents the second phase of released sample questions from the Kentucky Core Content Test. While the first phase provided released questions, background, and general scoring information about the questions, this second phase includes more specific information to assist teachers in scoring student responses for the open-response questions and on-demand writing tasks.

Each open-response question, the Academic Expectation(s) and Code(s) from the Core Content for Assessment that it addresses, as well as the scoring guide describing expectations for performance at each score point, are followed by actual student responses at the “4,” “3,” “2,” and “1” score points. Each student paper is accompanied by commentary explaining the rationale for the score given. Finally, ideas are presented for designing classroom activities that relate to the Core Content for Assessment.

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KENTUCKY GENERAL SCORING GUIDE

SCORE POINT 4

- You follow all directions and finish all parts of the question.
- You are able to answer the question clearly so that others can understand.
- You show that you completely understand the information that is asked about.
- You show and/or explain the quickest and best way to get an answer.
- You are able to show and explain what you know by using complex examples, by showing connections between ideas and the real world, by comparing different ideas, and/or by showing how the ideas work together.

SCORE POINT 3

- You follow the directions and finish most of the parts of the question.
- You are able to answer the question clearly so that others can understand.
- You show and/or explain that you understand the big ideas about the question but there may be a few little mistakes or wrong ideas.

SCORE POINT 2

- You follow some of the directions and finish some parts of the question.
- Your answer may not be complete but it is clear so that others can understand.
- You understand only parts of the information to answer the question.

SCORE POINT 1

- You understand only a small part of the information asked for in the question.
- You only answer a small part of the question.

SCORE POINT 0

- Your answer is completely wrong or has nothing to do with the question.

BLANK

- You did not give any answer at all.



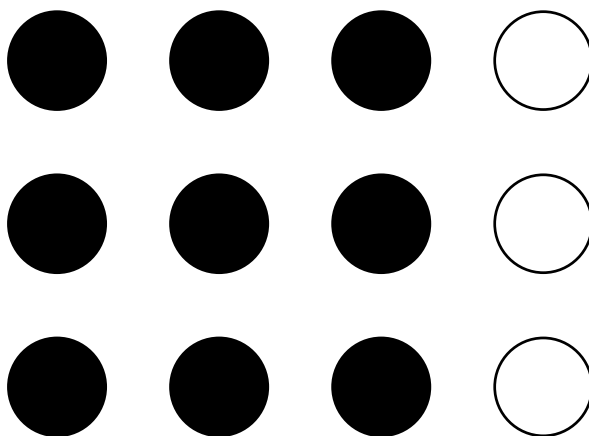
Grade 5

Mathematics

MATHEMATICS

A Fractional Part

Mrs. Washington asked her students what fractional part of these 12 circles is shaded.



Odessa thinks the answer is $\frac{9}{12}$.

Bob thinks the answer is $\frac{3}{4}$.

- Who is correct—Odessa, Bob, or both?
- Write how you would explain your answer to **part a** to Odessa and Bob. Draw your own pictures to go with your explanation.

Academic Expectation: 2.7 “Students understand number concepts and use numbers appropriately and accurately.”

Core Content Code: 1.3.1 “How fractions, decimals, and whole numbers relate (equivalence, order).”

Core Content Code: 1.1.5 “Multiple representations of numbers (e.g., drawings, manipulative, symbols).”

A Fractional Part

Scoring Guide

SCORE	DESCRIPTION
4	Student answers that both are correct. Student clearly explains and clearly illustrates the <u>equivalence of $9/12$ and $3/4$</u> using pictures and words.
3	Student answers that both are correct. Explanation and pictures are not clear but combined show understanding of the <u>equivalence of $9/12$ and $3/4$</u> . OR Student answers that both are correct. Student clearly explains or clearly illustrates the <u>equivalence of $9/12$ and $3/4$</u> using pictures or words.
2	Student answers that both are correct. Explanation and/or pictures show some understanding of <u>fractions</u> but not equivalence. May simply state that $9/12=3/4$. OR Student's explanation or pictures show some understanding of the <u>equivalence of fractions</u> . Response may reference fractions other than $9/12$ and $3/4$. Response to part a may be missing or incorrect.
1	Student demonstrates minimal understanding (e.g., student answers that both are correct with no explanation or pictures).
0	Student's response is totally incorrect or irrelevant.
Blank	No student response.

Annotated 4-Point Student Response

An effort has been made to reproduce the sample student papers as closely as possible to the original handwritten copy, including any grammatical errors in usage. Scores are given based on evidence of relevant content knowledge only. Spelling and grammatical errors have no impact on scores as long as the response is understandable. Writing skills such as spelling and grammar are evaluated as one component of holistic scoring in on-demand writing tests administered at grades 4, 7, and 12.

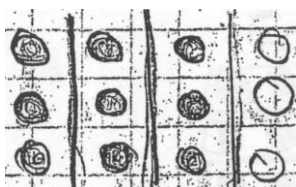
In the level "4" student response below, up to three errors related to writing skills are highlighted with light gray shading. These errors have no impact on scoring because the response is understandable.

Student Response

A. Odessa and Bob are both correct.

B. They are both correct because $\frac{3}{4}$ is $\frac{9}{12}$ in its lowest terms.

I think bob thought this way...



3 out of 4 groups are shaded in

$\frac{3}{4}$ group are shaded in.

I think Odessa thought of it this way...



There's twelve circles and nine are shaded in.

$\frac{9}{12}$ are shaded out of

What I think they both didn't realize

was that $\frac{9}{12}$ was reduce to $\frac{3}{4}$. That's the same thing it's just in its lowest term.

* They both are correct.

Student correctly states that both Odessa and Bob are correct.

Student clearly explains and clearly illustrates that $\frac{9}{12}$ is equal to $\frac{3}{4}$.

Overall, the student demonstrates a clear understanding of fractional equivalence. The student uses two illustrations that together clearly indicate the different ways that Odessa and Bob may have looked at the problem. The explanation is clear and shows knowledge of equivalence of $\frac{9}{12}$ and $\frac{3}{4}$.

Annotated 3-Point Student Response

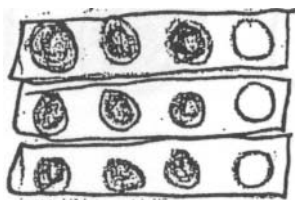
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Student Response

a. Both Bob and Odessa are correct.

b. If you reduce $\frac{9}{12}$ it equals $\frac{3}{4}$ because $\frac{9 \div 3}{12 \div 3} = \frac{3}{4}$.

3 colored
4 circles in row



Student correctly states that both Odessa and Bob are correct.

Student clearly states that $\frac{9}{12}$ is equal to $\frac{3}{4}$.

Student's illustration does not clearly show that $\frac{9}{12}$ is equal to $\frac{3}{4}$.

Overall, the student demonstrates a general understanding of fractional equivalence. The illustration does not manipulate or label $\frac{9}{12}$ circles and therefore is not clear. The explanation is clear.

Annotated 2-Point Student Response

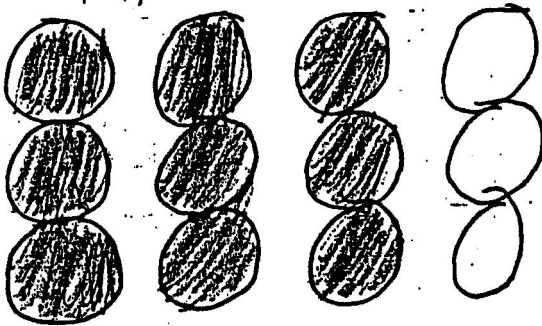
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Student Response

(a) They both are right

(B) There are 12 in all and 9 are shaded. $\frac{9}{12}$

There are 4 rows and 3 of them are shaded $\frac{3}{4}$



Student correctly states that both Odessa and Bob are correct.

Student describes how the shaded circles can represent $\frac{9}{12}$ and how they can represent $\frac{3}{4}$ but does not explain equivalence of the two fractions.

Student recreates the illustration as it appears in the question without providing additional information or referring to the graphic in the explanation.

Overall, the student demonstrates an understanding of fractions. But, because the response does not directly state that the fractions are equal because $\frac{9}{12}$ reduces to $\frac{3}{4}$, it does not show evidence of an understanding of equivalence of fractions.

Annotated 1-Point Student Response

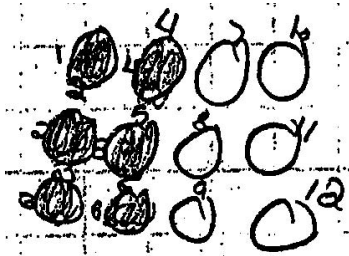
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Student Response

A. Odessa is correct

B. A fraction is how many there are of something and how many are shaded in.

For example this fraction would be $\frac{6}{12}$



That is how you tell if it is a fraction or not.

Student incorrectly states that only Odessa is correct.

Explanation shows minimal understanding of the concept of fractions.

Student correctly illustrates that shading in six circles would result in a fraction of $\frac{6}{12}$ circles shaded.

Overall, the student demonstrates a limited understanding of fractions, and no understanding of fractional equivalence. The student includes a graphic showing $\frac{6}{12}$. The explanation seemed to go off on a tangent, focusing less on explaining equivalence and focusing more on trying to explain what a fraction is.

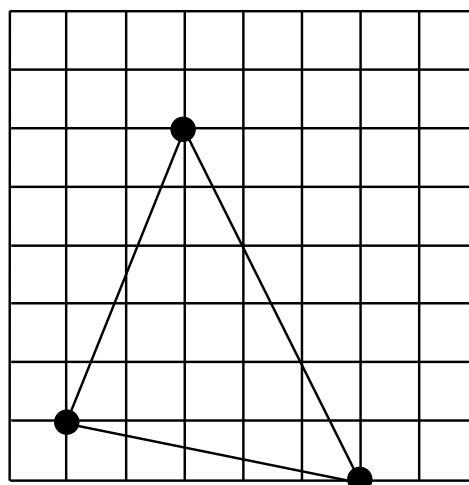
Instructional Strategies

The open-response question *A Fractional Part* was designed to assess students' (1) understanding of how fractions relate, (2) understanding of multiple representations of numbers, and (3) understanding of number concepts and the ability to use numbers appropriately and accurately. The instructional strategies below present ideas for helping students explore and master these concepts.

Provide opportunities for students to work individually, in pairs, in small groups, and/or as a class to complete (with teacher guidance and support) any or all of the following activities:

- Use fraction strips to identify several equivalent fractions.
- Create number lines that identify the locations of several fractions. Determine which fractions are equivalent. Relate these equivalent fractions to decimals and whole numbers as well.
- Shade sets of open circles to model fractions and identify equivalent fractions.
- Practice modeling fractions and identify equivalent fractions using manipulatives (e.g., groups of objects).
- Write about equivalent fractions and explain how the equivalent fractions relate to each other.
- Create your own diagrams and/or problems and explain to other students how they are equivalent.
- Convert fractions to decimals and compare locations on the number line.
- Use calculators to compare two different fractions to see if they are equivalent. Be able to determine if the fractions are equivalent from the results provided by the calculator.
- Use the Internet for lessons such as a unit on Fun with Fractions. This site can be found through Marco Polo (www.mped.org) at the NCTM Illuminations web site (<http://illuminations.nctm.org/lessonplans/3-5/fractions/index.html>).

Congruent Shapes



Sometimes shapes are congruent to one another.

- On the grid provided on the next page, draw a shape that is CONGRUENT to the shape above. Label the congruent shape with a “C.”
- Draw a shape that is NOT CONGRUENT to the shape above. Label the not congruent shape “NC.”
- Explain why the CONGRUENT shapes are congruent.
- Explain why the NOT CONGRUENT shape is not congruent.

Academic Expectation: 2.9 “Students understand space and dimensionality concepts and use them appropriately and accurately.”

Core Content Code: 2.1.4 “Symmetry, congruence, and similar figures.”

Core Content Code: 2.3.1 “How two-dimensional shapes are alike or different.”

Congruent Shapes

Scoring Guide

SCORE	DESCRIPTION
4	Student earns 4 points.
3	Student earns 3 – 3.5 points.
2	Student earns 2 – 2.5 points.
1	Student earns .5 – 1.5 points.
0	Student's response is totally incorrect or irrelevant.
Blank	No student response.

Score Points

Part a:

score 1 point correct drawing of a shape that is congruent

Part b:

score 1 point correct drawing of a shape that is not congruent

Part c:

score 1 point clear explanation of “congruent”

OR

score .5 point vague or partially correct explanation of “congruent”

Part d:

score 1 point clear explanation of “not congruent”

OR

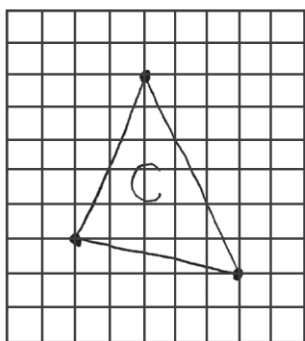
score .5 point vague or partially correct explanation of “not congruent”

Annotated 4-Point Student Response

An effort has been made to reproduce the sample student papers as closely as possible to the original handwritten copy, including any grammatical errors in usage. Scores are given based on evidence of relevant content knowledge only. Spelling and grammatical errors have no impact on scores as long as the response is understandable. Writing skills such as spelling and grammar are evaluated as one component of holistic scoring in on-demand writing tests administered at grades 4, 7, and 12.

Student Response

a.



Student draws shape that is congruent to the one given. (1 point)

B.



Student draws shape that is not congruent to the one given. (1 point)

C. They are congruent because congruent means that they are the same size and shape and they are the same size and shape.

Student clearly explains why the congruent shapes are congruent. (1 point)

D. They are not congruent because not congruent means that they are not the same size and shape and they are not the same size and shape.

Student clearly explains why the not congruent shape is not congruent. (1 point)

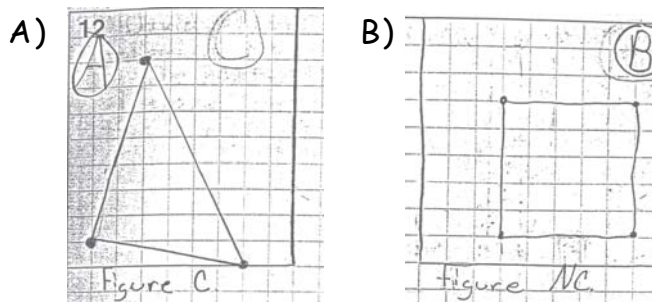
Total points: 4

Overall, the student demonstrates a comprehensive understanding of the concept of congruence. The student provides two correct drawings and clearly explains why each is congruent or not congruent.

Annotated 3-Point Student Response

An effort has been made to reproduce the sample student papers as closely as possible to the original handwritten copy, including any grammatical errors in usage. Scores are given based on evidence of relevant content knowledge only. Spelling and grammatical errors have no impact on scores as long as the response is understandable. Writing skills such as spelling and grammar are evaluated as one component of holistic scoring in on-demand writing tests administered at grades 4, 7, and 12.

Student Response



C. Congruent figures are congruent by if you place the two figures on top of each other they would not be any parts not the same.

D. Not-congruent figures are not congruent because if you placed the figures on top of each other there will be parts not the same.

Student draws shape that is congruent to the one given. (1 point)

Student draws shape that is not congruent to the one given. (1 point)

Student provides a vague explanation of why the congruent shapes are congruent. (.5 point)

Student provides a vague explanation of why the not congruent shape is not congruent. (.5 point)

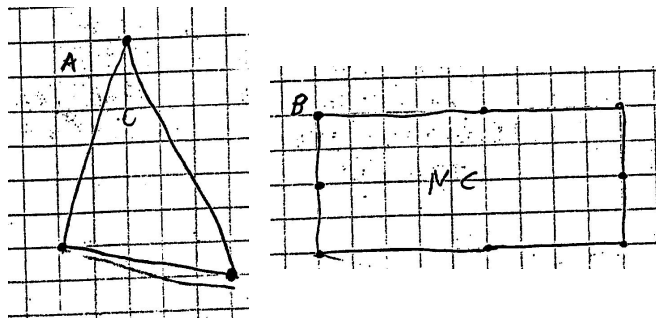
Total points: 3

Overall, the student demonstrates a general understanding of the concept of congruence. The student provides two correct drawings and explains why each is congruent or not congruent. Explanations do not contain sufficient detail (e.g., congruent shapes have the same dimensions, interior angles, and line lengths) to be considered clear.

Annotated 2-Point Student Response

An effort has been made to reproduce the sample student papers as closely as possible to the original handwritten copy, including any grammatical errors in usage. Scores are given based on evidence of relevant content knowledge only. Spelling and grammatical errors have no impact on scores as long as the response is understandable. Writing skills such as spelling and grammar are evaluated as one component of holistic scoring in on-demand writing tests administered at grades 4, 7, and 12.

Student Response



C congruent shapes are congruent because they look the same

D Not congruent shapes are not congruent because they dont look the same

Student provides an inaccurate diagram of a congruent shape (the triangle is one unit too tall). (0 points)

Student draws shape that is not congruent to the one given. (1 point)

Student provides a vague explanation of why the congruent shapes are congruent. (.5 point)

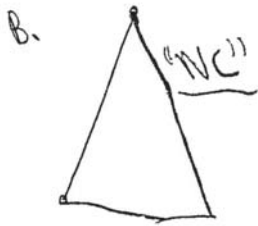
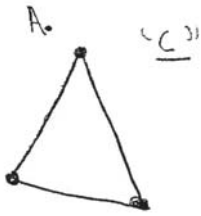
Student provides a vague explanation of why the not congruent shape is not congruent. (.5 point)

Total points: 2
Overall, the student demonstrates a limited understanding of the concept of congruence. The response could have received a higher score if the congruent triangle were drawn accurately. The student also describes congruent triangles as “looking the same;” two triangles that share the same interior angles would look the same, but if they are of different sizes they are not congruent.

Annotated 1-Point Student Response

An effort has been made to reproduce the sample student papers as closely as possible to the original handwritten copy, including any grammatical errors in usage. Scores are given based on evidence of relevant content knowledge only. Spelling and grammatical errors have no impact on scores as long as the response is understandable. Writing skills such as spelling and grammar are evaluated as one component of holistic scoring in on-demand writing tests administered at grades 4, 7, and 12.

Student Response



C. The congruent shapes are congruent because they are the same shape and can be bigger or smaller.

D. The not congruent shapes are not congruent because they do not look alike in any way at all

Student provides an inaccurate diagram of a congruent shape (the triangle is one unit too tall). (0 points)

Student draws shape that is not congruent to the one given. (1 point)

Student provides an incorrect explanation of why the congruent shapes are congruent. (0 points)

Student provides a vague explanation of why the not congruent shape is not congruent. (.5 point)

Total points: 1.5
Overall, the student demonstrates minimal understanding of the concept of congruence. The response to part b gives the definition of similar shapes rather than congruent shapes.

Instructional Strategies

The open-response question *Congruent Shapes* was designed to assess students' (1) understanding of congruence, (2) understanding of how two-dimensional shapes are alike or different, and (3) understanding of space and dimensionality concepts and the ability to use them appropriately and accurately. The instructional strategies below present ideas for helping students explore and master these concepts.

Use a word wall when introducing new concepts.

Provide opportunities for students to work individually, in pairs, in small groups, and/or as a class to complete (with teacher guidance and support) any or all of the following activities:

- Use pattern blocks and geoboards to create shapes that are congruent and not congruent and explain in writing how shapes are congruent or not congruent.
- Create shapes on grid paper that are congruent and not congruent.
- Give students two congruent shapes in different orientations and have them measure sides to determine if the shapes are congruent.
- Go on a treasure hunt around the classroom (or school building) and identify congruent figures. In a math journal, describe the shapes and tell why they are congruent. Identify similar figures as well.
- Explain how to recreate a congruent figure in a different location using a grid.
- Use an interactive geometry drawing tool to create two congruent figures and complete all measurements to confirm that the two figures are congruent.
- Use Internet lessons obtained through the Marco Polo portal (www.mped.org) and the NCTM Illuminations web site (<http://illuminations.nctm.org/swr/review.asp?SWR=2170>) to explore about congruent triangles through problem solving.

Lunch Choices

Once a week, the students at Park City School get to choose the main dish and side items they will have for lunch. The choices they have this week are shown below.

Choice of 1 Main Dish	Choice of 2 Side Items
tacos hamburgers	corn piece of fruit French fries

- Based on the choices above, what are ALL of the different combinations of one main dish and two side items that are possible? Show your work in an organized list, chart, or table.
- Next week, in addition to the choices of one main dish and two side items, the students will have the choice of one dessert—either cake OR ice cream. How many different combinations of one main dish, two side items, and one dessert will there be? Explain or show how you got your answer.

Academic Expectation: 2.11 “Students understand mathematical change concepts and use them appropriately and accurately.”

Core Content Code: 3.2.2 “Collect, organize, and describe data (e.g., drawings, tables, charts).”

Core Content Code: 3.2.7 “Generate all possible outcomes in simple probability activities.”

Lunch Choices

Scoring Guide

SCORE	DESCRIPTION
4	Student scores 4 points.
3	Student scores 3 points.
2	Student scores 2 points.
1	Student scores 1 point. OR Student demonstrates minimal understanding (e.g., student gives at least one combination in part a and/or at least one combination in part b).
0	Student's response is totally incorrect or irrelevant.
Blank	No student response.

Score Points

Part a:

score 2 points all 6 combinations in an organized list, chart, or table

OR

score 1 point 4 or 5 combinations in an organized list, chart, or table
OR
all 6 combinations not presented in an organized list, chart, or table

Part b:

score 2 points correct answer with work or explanation

OR

all 12 combinations in an organized list, chart, or table

OR

score 1 point correct answer without work or explanation

OR

8-11 combinations in an organized list, chart, or table

Note: A “4” response may not include any duplicate meals.

Correct Answers

Part a:

taco, corn, piece of fruit

taco, corn, French fries

taco, piece of fruit, French fries

hamburger, corn, piece of fruit

hamburger, corn, French fries

hamburger, piece of fruit, French fries

Part b:

Correct answer: 12

Sample explanation: For each combination in part a, there are 2 choices of dessert, which gives 12 combinations.

taco, corn, piece of fruit, cake

taco, corn, French fries, cake

taco, piece of fruit, French fries, cake

taco, corn, piece of fruit, ice cream

taco, corn, French fries, ice cream

taco, piece of fruit, French fries, ice cream

hamburger, corn, piece of fruit, cake

hamburger, corn, French fries, cake

hamburger, piece of fruit, French fries, cake

hamburger, corn, piece of fruit, ice cream

hamburger, corn, French fries, ice cream

hamburger, piece of fruit, French fries, ice cream

Annotated 4-Point Student Response

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In the level "4" student response below, up to three errors related to writing skills are highlighted with light gray shading. These errors have no impact on scoring because the response is understandable.

Student Response

I am going to tell you all the combinations of food you can make in a organized list, and tell how many combinations of food with the adding of 2 desserts.

Ⓐ Main Dish	2 side Items
tacos	corn, fruit
tacos	fries, corn
tacos	fruit, fries
hamburgers	corn, fruit
hamburgers	fries, corn
hamburgers	fruit, fries

Ⓑ Main Dish	2 side Items	dessert
tacos	corn, fruit	ice cream
tacos	corn, fruit	cake
tacos	fruit, fries	ice cream
tacos	fruit, fries	cake
tacos	fries, corn	ice cream
tacos	fries, corn	cake
hamburger	corn, fruit	ice cream
hamburger	corn, fruit	cake
hamburger	fruit, fries	ice cream
hamburger	fruit, fries	cake
hamburger	fries, corn	ice cream
hamburger	fries, corn	cake

There are 12 different combination to chose from

I have all the combination for A, and B.

Student's introduction does not include any information required by the question; therefore, it does not count toward the student's score.

Student creates a table that correctly identifies the possible combinations of one of two entrees with two of three side dishes. (2 points)

Student gives correct answer and creates a second table that correctly identifies the possible combinations of one of two entrees with two of three side dishes and one of two desserts. (2 points)

Total points: 4
Overall, the student demonstrates an extensive understanding of the problem. The student creates an exhaustive chart of all the possible combinations. The student's explanation is brief and incomplete, but the question does not require an explanation so long as the student creates a complete and accurate list.

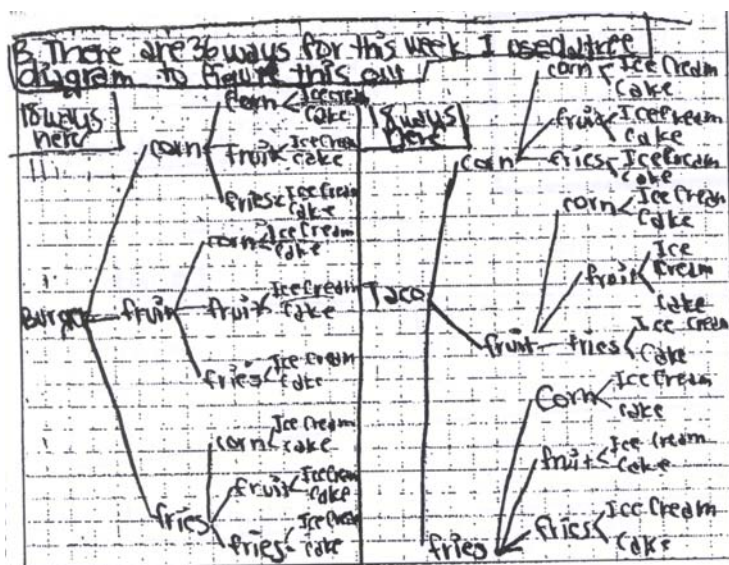
Annotated 3-Point Student Response

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Student Response

- a.
- Hamburgers - corn, piece of fruit
 - Hamburgers - corn, french fries
 - Hamburgers - piece of fruit, french fries
 - Tacos - corn, piece of fruit
 - Tacos - corn, french fries
 - Tacos - piece of fruit, french fries
 - Hamburgers - corn, corn
 - Hamburgers - french fries, french fries
 - Hamburgers - piece of fruit, piece of fruit
 - Tacos - corn, corn
 - Tacos - french fries, french fries
 - Tacos - piece of fruit, piece of fruit
- These are all of the different ways for this week.

B. There are 36 ways for this week. I used a tree diagram to figure this out.



Student interprets the instructions to include combinations where the two side dishes are the same. Based on that assumption, the list the student provides and the answer of 12 combinations is correct. (2 points)

Student draws an accurate tree diagram for the second part of the question, creating 36 combinations. However, the student fails to rule out the duplicate combinations. Based on the assumption that two side dishes could be included in one meal, the total possible combinations would be 24. (1 point)

Total points: 3

Overall, the student demonstrates a general understanding of the problem. The student implements appropriate strategies to create an exhaustive chart of all the possible combinations. The student made a minor error that resulted in the wrong conclusion in part b.

Annotated 2-Point Student Response

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Student Response

A.

tacos	Corn piece of fruit
tacos	French fries piece of fruit
tacos	Corn French fries
hamburgers	French fries Corn
hamburgers	French fries piece of fruit
hamburgers	Corn piece of fruit

B. You just
had to add
1 desert

Student creates a chart that correctly lists the possible combinations of one of two entrees with two of three side dishes. (2 points)

B.

tacos	French piece of fries fruit ice cream
tacos	French corn cake
tacos	Corn piece of fruit ice cream
hamburgers	French fries piece of fruit ice cream
hamburgers	French corn cake
hamburgers	Corn piece of fruit ice cream

Student creates an incomplete chart that lists the possible combinations of one of two entrees with two of three side dishes and one of two desserts. (0 points)

Total points: 2

Overall, the student demonstrates a limited understanding of the problem. The student completely and correctly answers part a and provides only half of the possible combinations for part b.

Annotated 1-Point Student Response

An effort has been made to reproduce the sample student papers as closely as possible to the original handwritten copy, including any grammatical errors in usage. Scores are given based on evidence of relevant content knowledge only. Spelling and grammatical errors have no impact on scores as long as the response is understandable. Writing skills such as spelling and grammar are evaluated as one component of holistic scoring in on-demand writing tests administered at grades 4, 7, and 12.

Student Response

A. Hamburgers, corn, French Fri,
hamburgers French Fri, Friut,
Tacos corn, Fruit

Tacos French Fri, Fruit

B. Hamburgers corn French Fri Ice cream

Hambugers French Friut Cake

Tacos corn, Friut Ice cream

Tacos French Friut Cake

Student provides 4 valid combinations for part a. (1 point)

Student provides 4 valid combinations for part b. (0 points)

Total points: 1
Overall, the student demonstrates minimal understanding of the problem. The student provides only a partial response for both parts of the question.

Instructional Strategies

The open-response question *Lunch Choices* was designed to assess students' (1) ability to describe data (chart), (2) ability to generate all possible outcomes, and (3) understanding of mathematical change concepts and the ability to use them appropriately and accurately. The instructional strategies below present ideas for helping students explore and master these concepts.

Provide opportunities for students to work individually, in pairs, in small groups, and/or as a class to complete (with teacher guidance and support) any or all of the following activities:

- Review methods for organizing, counting, and displaying data.
- Use tables and charts as a way to list information in an organized manner.
- Review the concepts of counting.
- List all outcomes in a choice situation, moving from simple to complex situations. (This is not really a probability activity, but simply a choice made by the students from options provided.)
- Explore information listed in drawings, tables, and charts to answer questions, make generalizations, and make predictions.
- Create drawings, tables, and charts to answer questions, make generalizations, and make predictions from information provided.
- Explore organizing and graphing data through Internet lessons obtained through the Marco Polo portal (www.mped.org) and the NCTM Illuminations web site (<http://standards.nctm.org/document/eexamples/chap5/5.5/index.htm>).

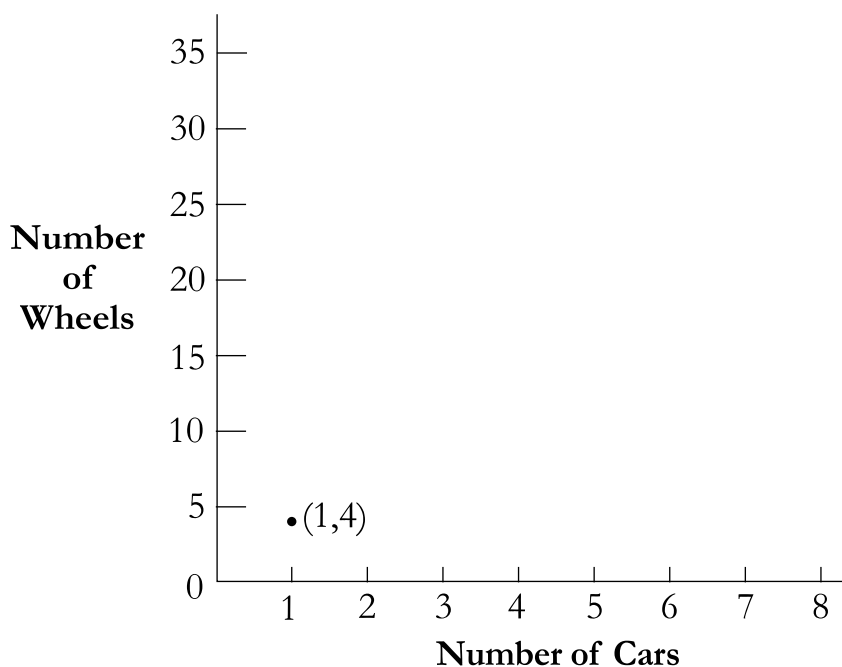
Wheel Graph

The relationship between numbers of cars (C) and numbers of wheels (W) is given by the expression $W = 4 \times C$. This means the number of wheels is equal to 4 times the number of cars.

- a. Copy the table below onto the next page. Complete the table by showing the number of wheels for each number of cars.

C	$W = 4 \times C$
1	4
2	
3	
4	
5	

- b. Draw a coordinate graph like the one below onto the grid on the next page. Plot the number pairs from **part a** onto the coordinate graph.



- c. Locate and plot the point on the graph that would show how many wheels 8 cars have. Label it P .

Academic Expectation: 2.11 “Students understand mathematical change concepts and use them appropriately and accurately.”

Core Content Code: 4.2.2 “Create tables to analyze patterns/functions.”

Core Content Code: 4.2.5 “Graph ordered pairs on a positive coordinate grid.”

Core Content Code: 4.2.1 “Find rules for, extend, and create patterns.”

Wheel Graph

Scoring Guide

SCORE	DESCRIPTION
4	Student completes the table showing the number of wheels for 1, 2, 3, 4, and 5 cars. Student draws a coordinate graph and plots the number pairs from part a. Student plots and labels the point on the graph that would show how many wheels 8 cars have.
3	Student completes the table showing the number of wheels for 1, 2, 3, 4, and 5 cars. Student draws a coordinate graph and plots the number pairs from part a. Student plots and labels the point on the graph that would show how many wheels 8 cars have. Student may have one error in part a and/or b (for a total of no more than two errors).
2	Student completes the table showing the number of wheels for 1, 2, 3, 4, and 5 cars, with at most one error or omission. Student draws a coordinate graph and demonstrates an understanding of coordinate graphing with some degree of accuracy. Response to part c is missing or incorrect.
1	Student demonstrates minimal understanding (e.g., student enters at least one number correctly in the table in part a or student finds and plots at least one point correctly in part b).
0	Student's response is totally incorrect or irrelevant.
Blank	No student response.

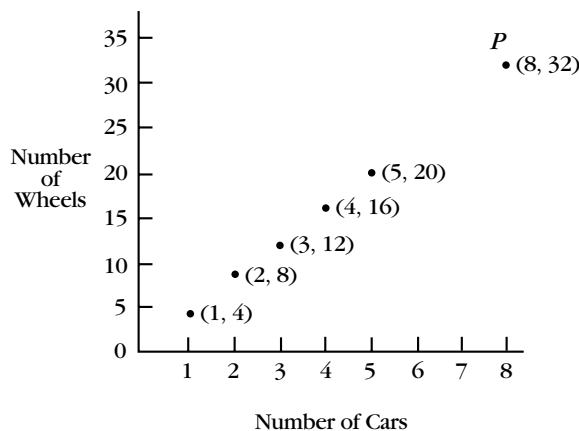
Correct Answers

Part a: Complete table for these values of C : 1, 2, 3, 4, and 5

C	$W = 4 \times C$
1	4
2	8
3	12
4	16
5	20

Part b: (see below)

Part c: point $P = (8, 32)$



Annotated 4-Point Student Response

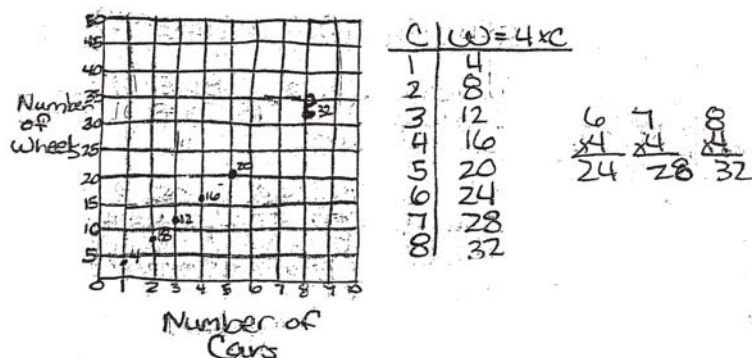
An effort has been made to reproduce the sample student papers as closely as possible to the original handwritten copy, including any grammatical errors in usage. Scores are given based on evidence of relevant content knowledge only. Spelling and grammatical errors have no impact on scores as long as the response is understandable. Writing skills such as spelling and grammar are evaluated as one component of holistic scoring in on-demand writing tests administered at grades 4, 7, and 12.

Student Response

Part A: I have to complete the table by multiplying the number on the left side by 4. My strategy is to Choose an Operation.

C	W = 4 x C
1	4
2	8
3	12
4	16
5	20

Part B: I have to make a coordinate graph and put the number pairs from part A on it.



Part C: I have to show how many wheels 8 cars have on the coordinate graph in part B.

Student correctly completes the table showing the number of wheels for 1, 2, 3, 4, and 5 cars.

Student draws a coordinate graph and correctly plots the number pairs from part a.

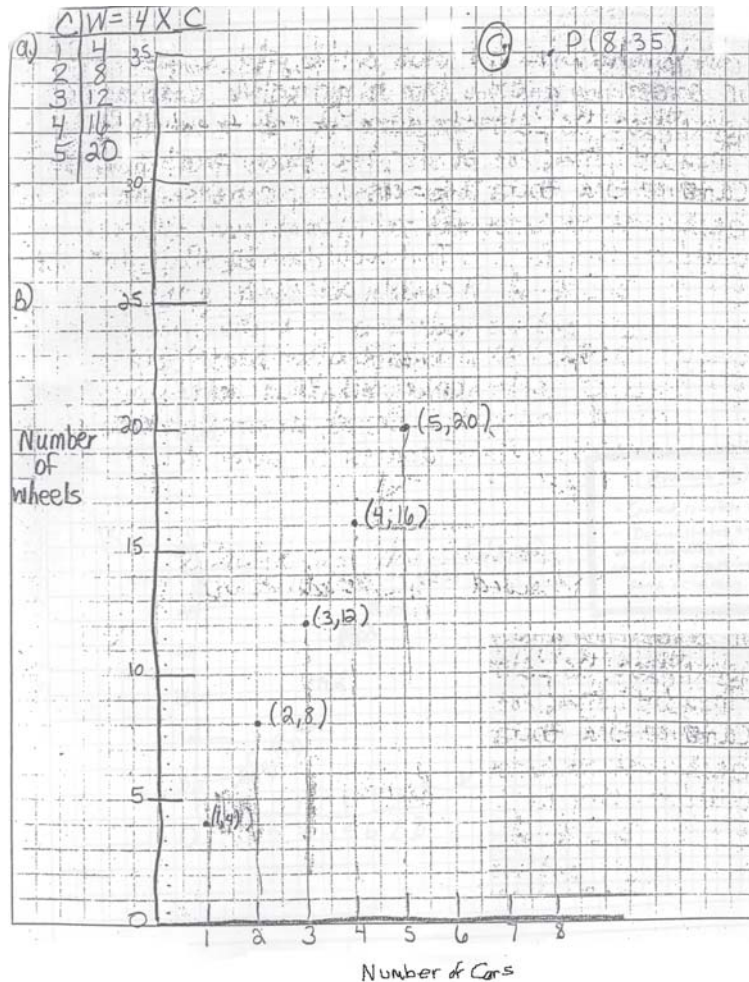
Student plots and labels the point on the graph that would show how many wheels eight cars have.

Overall, the student demonstrates strong ability to create tables to analyze and extend patterns and graph ordered pairs on a coordinate grid. The student responds completely and correctly to all parts of the question.

Annotated 3-Point Student Response

An effort has been made to reproduce the sample student papers as closely as possible to the original handwritten copy, including any grammatical errors in usage. Scores are given based on evidence of relevant content knowledge only. Spelling and grammatical errors have no impact on scores as long as the response is understandable. Writing skills such as spelling and grammar are evaluated as one component of holistic scoring in on-demand writing tests administered at grades 4, 7, and 12.

Student Response



Student correctly completes the table showing the number of wheels for 1, 2, 3, 4, and 5 cars.

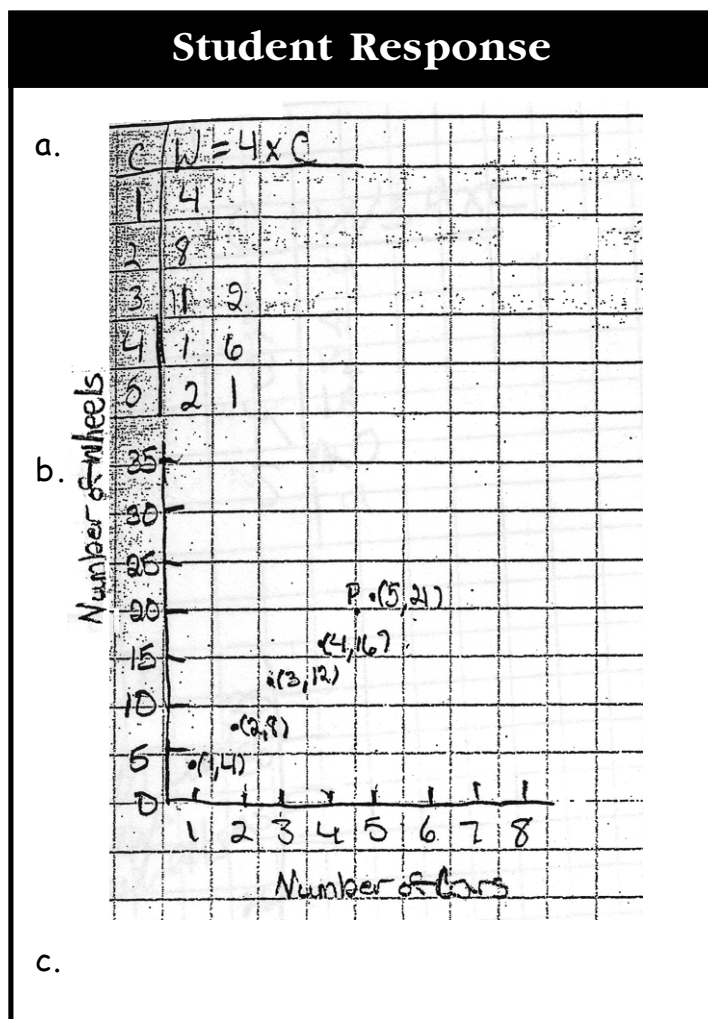
Student draws a coordinate graph and correctly plots the number pairs from part a.

Student plots and labels the point on the graph that would show how many wheels eight cars have with a computational error.

Overall, the student demonstrates some ability to create tables to analyze and extend patterns and graph ordered pairs on a coordinate grid. The student responds completely to all parts of the question. A minor calculation error in the last part of the question resulted in a score of "3" instead of "4."

Annotated 2-Point Student Response

An effort has been made to reproduce the sample student papers as closely as possible to the original handwritten copy, including any grammatical errors in usage. Scores are given based on evidence of relevant content knowledge only. Spelling and grammatical errors have no impact on scores as long as the response is understandable. Writing skills such as spelling and grammar are evaluated as one component of holistic scoring in on-demand writing tests administered at grades 4, 7, and 12.



Student completes the table showing the number of wheels for 1, 2, 3, 4, and 5 cars with one error.

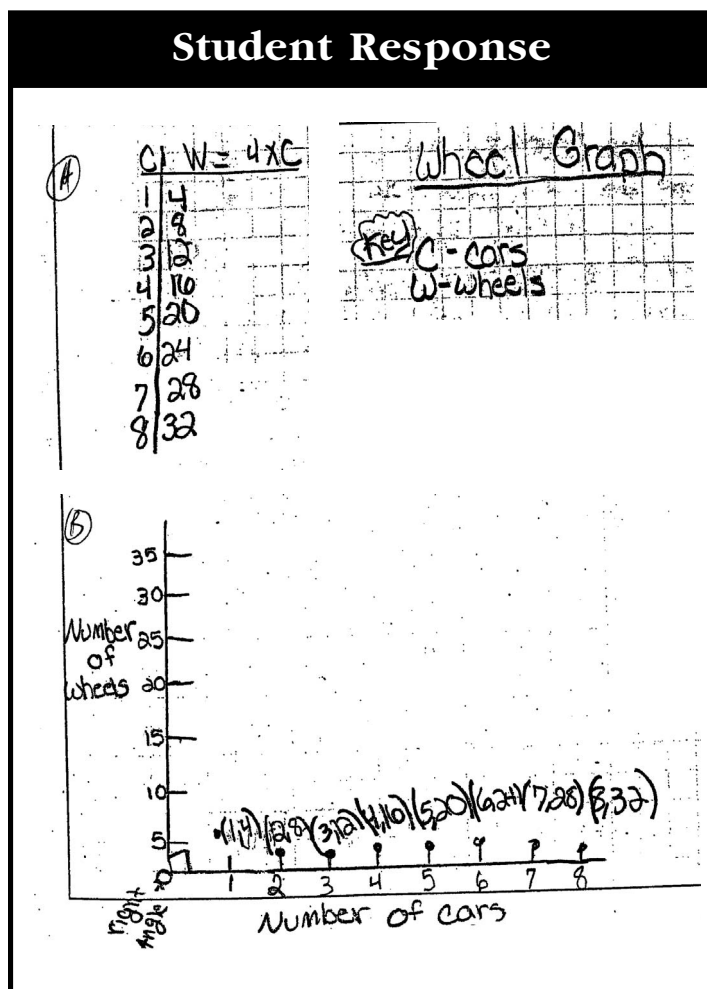
Student shows an understanding of coordinate graphing with some degree of accuracy in part b.

The response to part c is missing.

Overall, the student demonstrates a limited ability to create tables to analyze and extend patterns and some ability to graph ordered pairs on a coordinate grid. The response is not complete and includes an error. The student gives no response for part c.

Annotated 1-Point Student Response

An effort has been made to reproduce the sample student papers as closely as possible to the original handwritten copy, including any grammatical errors in usage. Scores are given based on evidence of relevant content knowledge only. Spelling and grammatical errors have no impact on scores as long as the response is understandable. Writing skills such as spelling and grammar are evaluated as one component of holistic scoring in on-demand writing tests administered at grades 4, 7, and 12.



Student correctly completes the table showing the number of wheels for 1, 2, 3, 4, and 5 cars.

Student does not plot any points correctly.

Overall, the student demonstrates some ability to create tables to analyze and extend patterns, and minimal ability to graph ordered pairs on a coordinate grid. The student correctly determines the numbered pairs to plot, but inaccurately plots them on the coordinate grid.

Instructional Strategies

The open-response question *Wheel Graph* was designed to assess students' (1) ability to create tables to analyze patterns/functions, (2) ability to graph ordered pairs on a positive coordinate grid, (3) ability to extend patterns, and (4) understanding of mathematical change concepts and the ability to use them appropriately and accurately. The instructional strategies below present ideas for helping students explore and master these concepts.

Provide opportunities for students to work individually, in pairs, in small groups, and/or as a class to complete (with teacher guidance and support) any or all of the following activities:

- Explore situations to identify patterns (including geometric and real-world).
- Create a human graph. Using a large, flat space (e.g., playground, gymnasium floor), mark off or draw a positive coordinate grid. Assign students an ordered pair and ask them to stand in the location described by the ordered pair. Or, have students stand in various locations on the grid. Ask other students to describe their locations using ordered pairs.
- Develop graphs of ordered pairs that form a pattern. Describe the pattern based on its graph. Predict the next number in the pattern.
- Represent patterns numerically, graphically, and symbolically (using mathematical equations or expressions).
- Create function machines to show the relationship between “input” and “output” numbers. Record and graph results and describe the pattern.
- Practice writing mathematical explanations in a math journal.
- Calculators can be used as function machines, so students could explore what is happening when the same operation is performed each time on different inputs.
- Students can explore Internet lessons found through the Marco Polo portal (www.mped.org) at the NCTM Illuminations web site (<http://illuminations.nctm.org/lessonplans/3-5/patterns/index.html>) for a unit of lessons about growing patterns.



Grade 5

Social Studies

SOCIAL STUDIES

Native American Influences

Native American cultures have influenced many parts of American life, including our government. For example, in the Iroquois culture, each tribe would send a representative to meet with the other tribes' representatives to discuss problems and make decisions for the entire Iroquois League.

- a. Explain how our government uses this idea of representative government.
- b. Explain TWO reasons why this is a good way to govern our country.

Academic Expectation: 2.15 “Students can accurately describe various forms of government and analyze issues that relate to the rights and responsibilities of citizens in a democracy.”

Core Content Code: 1.2.2 “The three branches of government at each level are legislative (propose bills/make laws), executive (carry out or enforce laws), and judicial (interpret laws).”

Native American Influences

Scoring Guide

SCORE	DESCRIPTION
4	Student clearly explains how our government uses the idea of representative government. Student clearly explains two reasons why this is a good way to govern our country.
3	Student generally explains how our government uses the idea of representative government. Student generally explains two reasons why this is a good way to govern our country.
2	Student provides a limited explanation of how our government uses the idea of representative government. Student provides a limited explanation of one or two reasons why this is a good way to govern our country.
1	Student demonstrates minimal understanding (e.g., student provides a limited explanation of how our government uses the idea of representative government with no explanation of why this is a good way to govern our country).
0	Student's response is totally incorrect or irrelevant.
Blank	No student response.

Examples of reasons why representative government is a good way to govern our country:

- Allows an individual's views to be heard
- Promotes protection of an individual's rights
- Permits the expression of peoples' needs
- Helps to make government accountable for its actions and policies

Annotated 4-Point Student Response

An effort has been made to reproduce the sample student papers as closely as possible to the original handwritten copy, including any grammatical errors in usage. Scores are given based on evidence of relevant content knowledge only. Spelling and grammatical errors have no impact on scores as long as the response is understandable. Writing skills such as spelling and grammar are evaluated as one component of holistic scoring in on-demand writing tests administered at grades 4, 7, and 12.

Student Response

A. Our government today uses the Iroquois' idea of representative government. Each state's representative discusses the problems of today's government and other issues with other state representatives just like the Iroquois.

B. This is a good way to govern our country because it allows state representatives to decide on the problems and decisions together. It also allows them to see what is happening and going on in other states to solve their problems too.

Student clearly explains how our government uses the idea of representative government (i.e., each state sends a representative to talk about problems with other state representatives).

Student clearly explains two reasons why this is a good way to govern our country (i.e., allows state representatives to learn what's happening in other states, allows them to make decisions together to solve problems).

Overall, the student demonstrates a broad understanding of the concept of representative government as it exists in the United States. The student clearly explains how our government uses representative government and clearly explains two reasons why this is a good way to govern our country.

Annotated 3-Point Student Response

An effort has been made to reproduce the sample student papers as closely as possible to the original handwritten copy, including any grammatical errors in usage. Scores are given based on evidence of relevant content knowledge only. Spelling and grammatical errors have no impact on scores as long as the response is understandable. Writing skills such as spelling and grammar are evaluated as one component of holistic scoring in on-demand writing tests administered at grades 4, 7, and 12.

Student Response

A) The government uses this idea of Represintitive government by having representitives from every state. (The states population determins how many)

B) Two reasons why this is a good way to govern our country are every represintitive from every state has their own oppinion, and everything is fair. And it is easier to resolve things because the represintitives vote and discuss the problem.

Student clearly explains how the United States government uses the idea of representative government (i.e., the number of representatives from each state is based on the state's population).

Student generally explains why this is a good way to govern our country (i.e., everything is fair, the representatives vote and discuss the problem).

Overall, the student demonstrates a general understanding of the concept of representative government as it exists in the United States. Although the student clearly explains how our government uses representative government, the response to part b is not sufficiently clear for the paper to receive a score of "4."

Annotated 2-Point Student Response

An effort has been made to reproduce the sample student papers as closely as possible to the original handwritten copy, including any grammatical errors in usage. Scores are given based on evidence of relevant content knowledge only. Spelling and grammatical errors have no impact on scores as long as the response is understandable. Writing skills such as spelling and grammar are evaluated as one component of holistic scoring in on-demand writing tests administered at grades 4, 7, and 12.

Student Response

Our government uses this same idea because every state sends one person from their state to go at a house and talk about their problems.

This is a good way to govern our country because the governor will know our problems and try to help use out.

Student provides a general explanation for how our government uses the idea of representative government (i.e., every state sends one person to go talk).

Student provides a limited explanation for why this is a good way to govern our country.

Overall, the student demonstrates a basic understanding of the concept of representative government as it exists in the United States. The student generally explains how our government uses representative government. The explanation of why this is a good way to govern our country is unclear.

Annotated 1-Point Student Response

An effort has been made to reproduce the sample student papers as closely as possible to the original handwritten copy, including any grammatical errors in usage. Scores are given based on evidence of relevant content knowledge only. Spelling and grammatical errors have no impact on scores as long as the response is understandable. Writing skills such as spelling and grammar are evaluated as one component of holistic scoring in on-demand writing tests administered at grades 4, 7, and 12.

Student Response

So when we are in war and things like.
we send repestivtes to try to work out
the problems and try to end the war.
It's easier than going through all that
trouble.

Student provides a limited description of how our government uses the idea of representative government (i.e., we send representatives).

Overall, the student demonstrates minimal understanding of the concept of representative government as it exists in the United States. The student includes one correct idea in the response to part a. The response to part b is too vague to receive credit.

Instructional Strategies

The open-response question *Native American Influences* was designed to assess students' (1) understanding of the three branches of government and (2) ability to explain how the three branches are a form of representative government. The instructional strategies below present ideas for helping students explore and master these concepts.

Provide opportunities for students to work individually, in pairs, in small groups, and/or as a class to complete (with teacher guidance and support) any or all of the following activities:

- Create a timeline tracing the development of representative government from the formation of the Iroquois League to the ratification of the U.S. Constitution.
- Identify the purposes and powers of the three branches of government under our system of government as well as the Iroquois League of Nations in a graphic organizer.
- Invite local representatives of the three branches of government (mayor, city manager, police chief, state legislator, city council member, judge) to class to discuss what they do and how they help our system of government work.
- Discuss and report on how our system of government addresses a major purpose of government: e.g., make laws, carry out laws, enforce and apply laws, manage conflicts, provide for the defense of the nation, and promote the common good. Discuss how government makes it possible for people working together to accomplish goals they could not achieve alone.
- Create a class government modeled on the Iroquois League. Divide the class into groups representing Iroquois nations and allow each group to decide for itself how to choose representatives to go to a meeting of the League. Have these representatives come together to deal with a class issue while other students look on. At the end of the League meeting, debrief with the class how they chose their representatives, how well their choices represented each group, and what changes might improve this form of representative government. Then, have students describe how this form of representative government was used as a model for the formation of the three branches of government when the United States Constitution was written.

- Collect and discuss stories from newspapers and magazines that illustrate the activities of each branch of government at the local, state, and national levels.
- Research the following governments and how they relate to representative government:
 - United States federal government
 - United States state government
 - United States local government
 - Iroquois League of Nations (highlighting the part of their constitution that describes how leaders were selected and how decisions were made among the various nations)
 - Colonial governments: Virginia (House of Burgesses), Massachusetts (Massachusetts Bay Colony), Pennsylvania (General Assembly)

Then share findings through individual student-choice projects (e.g., PowerPoint, poster, diorama, skit). Finally, complete a matrix to show the connection between democracy and how the governments listed above are examples of a representative government.

Cardcat Culture

The culture of a group of people can be shown in many ways, including through their clothes, language, art, beliefs, and customs. For example, in one Kentucky town there is a large group of people who are very proud of their town's fantastic basketball team, the Cardcats. This group of people supports the team in so many different ways that some people say the Cardcat fans and supporters "have their own culture."

Describe THREE things that might be part of the Cardcat fans' culture. Give a specific example for each.

Academic Expectation: 2.16 "Students observe, analyze, and interpret human behaviors, social groupings, and institutions to better understand people and the relationships among individuals and among groups."

Core Content Code: 2.1.2 "Elements of culture (e.g., language, music, art, dress, food, stories, folktales) serve to define specific groups and may result in unique perspectives."

Core Content Code: 2.2.1 "All cultures develop institutions, customs, beliefs, and holidays reflecting their unique histories, situations, and perspectives."

Cardcat Culture

Scoring Guide

SCORE	DESCRIPTION
4	Student clearly describes three things that might be part of the Cardcat fans' culture and gives a specific example for each.
3	Student generally describes three things that might be part of the Cardcat fans' culture and gives an example for each. OR Student clearly describes two things that might be part of the Cardcat fans' culture and gives a specific example for each.
2	Student gives a limited description of three things that might be part of the Cardcat fans' culture. OR Student generally describes two things that might be part of the Cardcat fans' culture and gives an example for at least one.
1	Student demonstrates minimal understanding (e.g., student describes one thing that might be part of the Cardcat fans' culture).
0	Student's response is totally incorrect or irrelevant.
Blank	No student response.

Examples of things that might be part of the Cardcat fans' culture:

- Clothes—wear t-shirts or hats with the team's name/logo on them
- Language or tradition—make up a Cardcat cheer
- Language—create their own jargon or slang unique to the Cardcat culture
- Tradition—have parties before the Cardcat games
- Tradition—watch the Cardcat games

Annotated 4-Point Student Response

An effort has been made to reproduce the sample student papers as closely as possible to the original handwritten copy, including any grammatical errors in usage. Scores are given based on evidence of relevant content knowledge only. Spelling and grammatical errors have no impact on scores as long as the response is understandable. Writing skills such as spelling and grammar are evaluated as one component of holistic scoring in on-demand writing tests administered at grades 4, 7, and 12.

In the level “4” student response below, up to three errors related to writing skills are highlighted with light gray shading. These errors have no impact on scoring because the response is understandable.

Student Response

1 thing the cardcat fans might do is have a traditional dance if the team wins a game. Like they might have a certain step for a slam dunk or a 3 point shot or a 2 point shot or even a foul shot.

Another thing might be a traditional meal for a win. They might have certain foods for certain moves like chicken could mean 3 points or turkey could be foul shots. A piece of lasonia could be 2 points and a scoop of orange sherbert with choclote syrup could stand for a basket ball.

Another thing might be a dress up look alike contest. Each person would pick a mascot or a player on the team and dress up like them. The person who looks the most like them gets a free dinner with the player or mascot they chose at their favorite restraint, and of corse a trophy.

Student clearly describes one thing that might be part of the Cardcat fans' culture (i.e., traditional dance) including a specific example (i.e., dance steps for different basketball shots).

Student clearly describes a second thing that might be part of the Cardcat fans' culture (i.e., traditional meal) including a specific example (i.e., certain foods for points in the basketball game).

Student clearly describes a third thing that might be part of the Cardcat fans' culture (i.e., contest) including a specific example (i.e., contest to look like the players or the mascot).

Overall, this response demonstrates a broad understanding of the elements of culture and how customs emerge as a culture evolves. The student gives three clearly described things that might be part of the culture of the Cardcat fans, as described in the question. Each description includes a fully developed example.

Annotated 3-Point Student Response

An effort has been made to reproduce the sample student papers as closely as possible to the original handwritten copy, including any grammatical errors in usage. Scores are given based on evidence of relevant content knowledge only. Spelling and grammatical errors have no impact on scores as long as the response is understandable. Writing skills such as spelling and grammar are evaluated as one component of holistic scoring in on-demand writing tests administered at grades 4, 7, and 12.

Student Response

One of their cultures might be clothing. They might dress with the mascot of the basketball team on their shirts or pants. Another might be customs. They might get together and discuss what they need to do for the team. The last cultures might be food. They might eat hotdogs, nachos and candybars for breakfast, lunch, and dinner because thats what they serve at basketball games.

Student clearly describes one thing that might be part of the Cardcat fans' culture (i.e., dress) including a specific example (i.e., mascot on shirts or pants).

Student provides a limited description of another possible part of the Cardcat fans' culture (i.e., get together to discuss what to do for the team) with no example.

Student provides a second clearly described thing that might be part of the Cardcat fans' culture (i.e., food) including a specific example (i.e., eating the same food at home that is served at the games).

Overall, this response demonstrates a general understanding of the elements of culture and how customs emerge as a culture evolves. The student gives two clearly described things that might be part of the culture of the Cardcat fans, as described in the question. Each of the clear descriptions includes a fully developed example. The student's idea that the fans "might get together and discuss what they need to do for the team" is loosely tied in with the idea of customs, but the example is not clear. This response also shows some confusion regarding use of the terms *culture* and *customs*.

Annotated 2-Point Student Response

An effort has been made to reproduce the sample student papers as closely as possible to the original handwritten copy, including any grammatical errors in usage. Scores are given based on evidence of relevant content knowledge only. Spelling and grammatical errors have no impact on scores as long as the response is understandable. Writing skills such as spelling and grammar are evaluated as one component of holistic scoring in on-demand writing tests administered at grades 4, 7, and 12.

Student Response

- A. Three things that might be part of the Cardcat fans culture may be to watch every game they play throughout the whole season, to always wear the team colors on days they play, and maybe to all watch the game together.

This is three things that might be part of a Cardcat fan's culture.

Student provides three activities that Cardcat fans could do, with no examples.

Overall, this response demonstrates a basic understanding of the elements of culture and how customs emerge as a culture evolves. While the descriptions of things that might be part of the culture of the Cardcat fans are not limited, they do lack examples. Consequently, this response does not qualify for a score of "3."

Annotated 1-Point Student Response

An effort has been made to reproduce the sample student papers as closely as possible to the original handwritten copy, including any grammatical errors in usage. Scores are given based on evidence of relevant content knowledge only. Spelling and grammatical errors have no impact on scores as long as the response is understandable. Writing skills such as spelling and grammar are evaluated as one component of holistic scoring in on-demand writing tests administered at grades 4, 7, and 12.

Student Response

One, way is they could be related to some one on the team.
Second, way is they could have made the uniforms.
Third, way is they could watch or go to all the games.

← Student incorrectly identifies being related to someone on the team as part of Cardcat culture.

← Student provides two customs that might be part of Cardcat culture (i.e., fans make the team uniforms, watch or attend all the games) with no examples.

Overall, the student demonstrates minimal understanding of the different elements that comprise a culture and how they might evolve.

Instructional Strategies

The open-response question *Cardcat Culture* was designed to assess students' (1) understanding of culture and (2) ability to identify elements of culture that define a specific group. The instructional strategies below present ideas for helping students explore and master these concepts.

Invite representatives of cultural groups that are relatively new to your community to class to discuss their language, music, art, dress, food, stories, folktales, and other elements of culture that help define their way of life.

Provide opportunities for students to work individually, in pairs, in small groups, and/or as a class to complete (with teacher guidance and support) any or all of the following activities:

- Identify groups in the local community who share a unique perspective or have developed unique institutions based on common beliefs, interests, histories, or situations (e.g., sports teams and their fans, artists and musicians, ethnic groups, religious groups, senior citizens). Discuss the elements of culture that bind each group together.
- Work in pairs to research an American holiday. Prepare short presentations explaining the origins of specific holidays and how the holiday represents the unique history of the United States and its people. Official federal holidays include: New Year's Day, Martin Luther King's Birthday, President's Day, Armed Forces Day, Memorial Day, Flag Day, Independence Day, Labor Day, Columbus Day, Veterans Day, Thanksgiving Day, Christmas Day. Other holidays include: Chinese New Year, Groundhog Day, St. Valentine's Day, St. Patrick's Day, Passover, Easter, April Fool's Day, Cinco de Mayo, Earth Day, Arbor Day, Mother's Day, Father's Day, Halloween, Chanukah, and Kwanzaa.
- Prepare and present short plays dramatizing folk tales from different times and groups in American history. Then discuss how each tale represents the culture of that time and group.
- Create a museum exhibit to illustrate the culture(s) of your school and/or community.
- Develop a graphic organizer comparing the cultural characteristics of the United States, Canada, and Mexico. Look for similarities and differences in such cultural elements as language, music, art, dress, food, stories, folktales, customs, beliefs, histories, and holidays.

- Conduct a restaurant survey of your local community to determine what cultures are represented in terms of traditional foods.
- Read stories about children growing up in different times and cultures. Create T charts that compare their lives to how you live today.

Government Workers

In the United States, the town, county, and state governments, and the national government collect taxes to provide citizens with many different services. Some of the tax money is used to hire people to do the different government jobs that provide these services.

- a. Identify TWO types of government jobs.
- b. Describe the services each job provides.

Academic Expectation: 2.18 “Students understand economic principles and are able to make economic decisions that have consequences in daily living.”

Core Content Code: 3.4.2 “The government provides goods and services (e.g., police force, fire fighting, education, food surpluses) and pays for them with taxes. Private businesses offer similar goods and services (e.g., security guards, private schools, grocery stores) for profit.”

Government Workers

Scoring Guide

SCORE	DESCRIPTION
4	Student identifies two government jobs and clearly describes the services each job provides.
3	Student identifies two government jobs and generally describes the services each job provides.
2	Student identifies at least one government job and gives a limited description of the services that job provides.
1	Student demonstrates minimal understanding (e.g., student identifies one government job with no description of the services that job provides).
0	Student's response is totally incorrect or irrelevant.
Blank	No student response.

Examples of government jobs and the services they provide:

- Postal workers—sort and deliver mail, pick up mail to be delivered, sell stamps, weigh packages and determine cost of shipping, ship mail
- Police—enforce laws, keep the peace, help people in emergencies and accidents, direct traffic
- Firefighters—fight fires, help people in emergencies, save lives, teach people how to prevent fires and how to react to fires, check for fire hazards in buildings
- Librarians—help people find information and books, keep libraries orderly, keep track of books and materials that have been loaned out
- Health department workers—help people stay healthy by providing necessary shots to prevent diseases, keep track of outbreaks of diseases, help people who are ill by giving physicals, check to see that all students have had their required shots and physicals in a timely manner, check that places that serve food follow health rules
- Teachers—teach students what they need to learn at a given grade level

Annotated 4-Point Student Response

An effort has been made to reproduce the sample student papers as closely as possible to the original handwritten copy, including any grammatical errors in usage. Scores are given based on evidence of relevant content knowledge only. Spelling and grammatical errors have no impact on scores as long as the response is understandable. Writing skills such as spelling and grammar are evaluated as one component of holistic scoring in on-demand writing tests administered at grades 4, 7, and 12.

In the level “4” student response below, up to three errors related to writing skills are highlighted with light gray shading. These errors have no impact on scoring because the response is understandable.

Student Response

Did you know that government workers use the money from taxes to pay workers to provide these services. They work all over the United States in towns, county, state, and national governments provide citizen with service. There are two important people who work for the government one is a police officer. Why he is important is he keeps the streets safe and keeps people safe from people who want to hurt them. The next one is a teacher. Why they are important is because they teach us about the world and they teach us things that we will need to know to succed in the real world. With these people we can not go wrong with them helping us and the government so Im happy to have them here helping everyone, all day, all night and every day of the year.

Student's introduction does not include any information required by the question; therefore it does not count toward the student's score.

Student identifies one government job (i.e., police officer) and clearly describes the services provided by people in that job (i.e., keeps people safe).

Student identifies one government job (i.e., teacher) and clearly describes the services provided by people in that job (i.e., teaches students things that they will need to know to succeed in the real world).

Overall, the student demonstrates a broad understanding of the jobs that the government provides with tax dollars and the services provided by these jobs in our society. The student fully responds to the question with accuracy and specificity.

Annotated 3-Point Student Response

An effort has been made to reproduce the sample student papers as closely as possible to the original handwritten copy, including any grammatical errors in usage. Scores are given based on evidence of relevant content knowledge only. Spelling and grammatical errors have no impact on scores as long as the response is understandable. Writing skills such as spelling and grammar are evaluated as one component of holistic scoring in on-demand writing tests administered at grades 4, 7, and 12.

Student Response

A two types of government jods are the police and the fire department

B police keep people from braking in a fire department helps you if your house is on fire and you are inside

← Student identifies two government jobs (i.e., police officer, fire fighter).

← Student generally describes a service provided by police and clearly describes a service provided by fire department.

Overall, student demonstrates a general understanding of the jobs that the government provides with tax dollars and services provided by these jobs in our society. The student responds to both parts of the question, but describes only one service for each job. Response lacks development and detail.

Annotated 2-Point Student Response

An effort has been made to reproduce the sample student papers as closely as possible to the original handwritten copy, including any grammatical errors in usage. Scores are given based on evidence of relevant content knowledge only. Spelling and grammatical errors have no impact on scores as long as the response is understandable. Writing skills such as spelling and grammar are evaluated as one component of holistic scoring in on-demand writing tests administered at grades 4, 7, and 12.

Student Response

The U.S. collects taxes

a. My two types of government jobs are Congrasmens and a coalminers.

b. Congrasmens make laws to help the the United States.

A coalminer helps dig coal out of the ground and sendes it down to a power plant.

Student correctly identifies one government job (i.e., congressman).

Student generally describes the services provided by people in that job (i.e., make laws).

Overall, the student demonstrates a basic understanding of the jobs that the government provides with tax dollars and the services provided by these jobs in our society. The student provides a partial response to the question with some accuracy. The student incorrectly identifies coal mining as a government job. This error is ignored in scoring because, except at the “4” level, incorrect information does not count against the student’s score.

Annotated 1-Point Student Response

An effort has been made to reproduce the sample student papers as closely as possible to the original handwritten copy, including any grammatical errors in usage. Scores are given based on evidence of relevant content knowledge only. Spelling and grammatical errors have no impact on scores as long as the response is understandable. Writing skills such as spelling and grammar are evaluated as one component of holistic scoring in on-demand writing tests administered at grades 4, 7, and 12.

Student Response

Two types of government jobs are gas companies and tax collectors.

Gas companies - They provide gas.

Tax collectors - They collect your taxes.

Student identifies one government job (i.e., tax collectors) and offers a limited description of the service provided by people in that job.

Overall, the student demonstrates minimal understanding of the jobs that the government provides with tax dollars and the services provided by these jobs in our society. The student responds to part of the question in a limited way. The student incorrectly claims that gas companies provide government jobs. This error is ignored in scoring because, except at the “4” level, incorrect information does not count against the student’s score.

Instructional Strategies

The open-response question *Government Workers* was designed to assess students' (1) understanding of government services and (2) ability to describe jobs in government. The instructional strategies below present ideas for helping students explore and master these concepts.

Invite people who provide tax-supported services to class to describe their jobs and their importance to the community.

Organize a field trip to a local government or community center. Arrange for students to meet with various government workers and discuss the services they provide (e.g., register voters, assess property, collect garbage, provide police protection, provide fire protection, etc.).

Create a graphic organizer that shows the different kinds of taxes paid by Kentucky families to support their local, state, and national governments.

Present students with varied examples of goods and services. Ask students to clap their hands if the word you call out is a good, and stomp their feet if it is a service. Or ask students to hold up flashcards marked “good” or “service” for each example. When finished, work as a class to create students’ own definitions of goods and services.

Provide opportunities for students to work individually, in pairs, in small groups, and/or as a class to complete (with teacher guidance and support) any or all of the following activities:

- Play a game of “What’s My Good or Service?” Act out the use of a common good or the performance of a familiar service while the rest of the class tries to guess what the good or service is. For each one, decide who is most likely to provide that good or service—government, private business, or both?
- Brainstorm lists of goods and services that government at all levels provides to the nation, state, and local community. When finished, circle all the goods and services on the lists that are also provided by private businesses in some way.

- Create a goods and services workers web: each student chooses a different occupation and creates a sign to wear indicating that choice. Students stand in a large circle. The first worker holds a ball of yarn and briefly describes the goods and/or services he or she provides. Then, holding on to the end of the yarn, the first worker rolls the ball to another worker who provides a good or service the first worker needs. The activity continues until all students are connected in a goods and services workers web.
- Conduct an oral interview with a parent or friend who works for government or in private business. Find out what goods or services that person helps to provide and who benefits most from the work this person does.

Shopping Center or Park?

Your town is planning to build either a shopping center or a park next to your school. Which one do you think would be better? Why do you think so?

Academic Expectation: 2.19 “Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations.”

Core Content Code: 4.1.4 “After looking at spatial factors, decisions (e.g., where to locate a store, house, playground, or equipment on a playground) are made about where to locate human activities on Earth’s surface.”

Shopping Center or Park?

Scoring Guide

SCORE	DESCRIPTION
4	Student states whether it would be better to build a shopping center or a park next to the school and clearly explains why. Explanation includes why the choice made would be better than the alternative.
3	Student states whether it would be better to build a shopping center or a park next to the school and generally explains why.
2	Student states whether it would be better to build a shopping center or a park next to the school and gives a limited explanation of why. OR Student states whether it would be better to build a shopping center or a park and generally explains why without linking the choice to the fact that the school will be next door.
1	Student demonstrates minimal understanding (e.g., student states whether a shopping center or a park would be better with no explanation of why).
0	Student's response is totally incorrect or irrelevant.
Blank	No student response.

Annotated 4-Point Student Response

An effort has been made to reproduce the sample student papers as closely as possible to the original handwritten copy, including any grammatical errors in usage. Scores are given based on evidence of relevant content knowledge only. Spelling and grammatical errors have no impact on scores as long as the response is understandable. Writing skills such as spelling and grammar are evaluated as one component of holistic scoring in on-demand writing tests administered at grades 4, 7, and 12.

In the level “4” student response below, up to three errors related to writing skills are highlighted with light gray shading. These errors have no impact on scoring because the response is understandable.

Student Response

A park would be best to build beside of our school.

Why? A park would be better, because of a place for children to play, and the teachers wouldn't let you go wondering around in the shopping mall. A park would be quite, where a mall would be noisy, and the park would be a place where we could do outside experiments. The mall might even take up some of the school's land. This is why I think a park would be better.

Student chooses the park to be next to the school.

Student clearly explains why the park would be better than the shopping center next to the school (i.e., the park would provide a place for children to play, could do outside experiments in the park, the mall is noisy and might take land away from the school).

Overall, the student demonstrates a broad understanding of factors that influence decisions about where to locate certain human activities in a community. The student makes a choice for what should go next to the school and supports the choice with a developed explanation that clearly contrasts the two options.

Annotated 3-Point Student Response

An effort has been made to reproduce the sample student papers as closely as possible to the original handwritten copy, including any grammatical errors in usage. Scores are given based on evidence of relevant content knowledge only. Spelling and grammatical errors have no impact on scores as long as the response is understandable. Writing skills such as spelling and grammar are evaluated as one component of holistic scoring in on-demand writing tests administered at grades 4, 7, and 12.

Student Response

My town is planning to build either a shopping center or a park next to my school. I think it will be better to have a park because that way there will not be as many strangers around the school and because it will make a good habiatat for animals also it would be a place everyone could enjoy. That is what I think would go better by my school and why.

← Student chooses the park to be next to the school.

← Student generally explains why the park would be better next to the school (i.e., not as many strangers around the school, good habitat for animals, everyone would enjoy it) without a clear comparison with the shopping center.

Overall, the student demonstrates a general understanding of factors that influence decisions about where to locate certain human activities in a community. The student makes a choice and supports the choice with a general explanation that does not directly contrast the two options. Indirectly, the student states that the park would have fewer strangers, but this does not provide a sufficiently clear explanation for why the park would be better than the shopping center.

Annotated 2-Point Student Response

An effort has been made to reproduce the sample student papers as closely as possible to the original handwritten copy, including any grammatical errors in usage. Scores are given based on evidence of relevant content knowledge only. Spelling and grammatical errors have no impact on scores as long as the response is understandable. Writing skills such as spelling and grammar are evaluated as one component of holistic scoring in on-demand writing tests administered at grades 4, 7, and 12.

Student Response

If my town was building either a town shopping center or a town park, then I would vote the park, because parks are peaceful and quiet, while shopping centers are fun, but loud and busy. I would certainly vote for the park. I think that would be the best thing to do.

← Student chooses the park.

← Student generally explains why the park would be better than the shopping center (i.e., parks are peaceful and quiet but shopping centers are loud and busy).

Overall, the student demonstrates a basic understanding of factors that influence decisions about where to locate certain human activities in a community. The student makes a choice and supports the choice with a general explanation that contrasts the two options. However, the response does not explicitly take into account the school next door.

Annotated 1-Point Student Response

An effort has been made to reproduce the sample student papers as closely as possible to the original handwritten copy, including any grammatical errors in usage. Scores are given based on evidence of relevant content knowledge only. Spelling and grammatical errors have no impact on scores as long as the response is understandable. Writing skills such as spelling and grammar are evaluated as one component of holistic scoring in on-demand writing tests administered at grades 4, 7, and 12.

Student Response

park
you can play in the sand and you can
play basketball at the ball cork.

← Student chooses the park.

← Student gives two reasons that parks are nice, but does not explain why the park is better than a shopping center.

Overall, the student demonstrates minimal understanding of factors that influence decisions about where to locate human activities on Earth's surface. The student makes a choice, but the response does not reflect how the park compares to the shopping center or why the park would be a good choice to be next door to the school.

Instructional Strategies

The open-response question *Shopping Center or Park?* was designed to assess students' (1) understanding of the relationship between people and geography and (2) ability to evaluate options for locating a particular structure in a community. The instructional strategies below present ideas for helping students explore and master these concepts.

Invite a city or county planning commissioner or a city planner to class to discuss local zoning in your community. Ask your guest to explain the factors that lead to different zoning for certain areas.

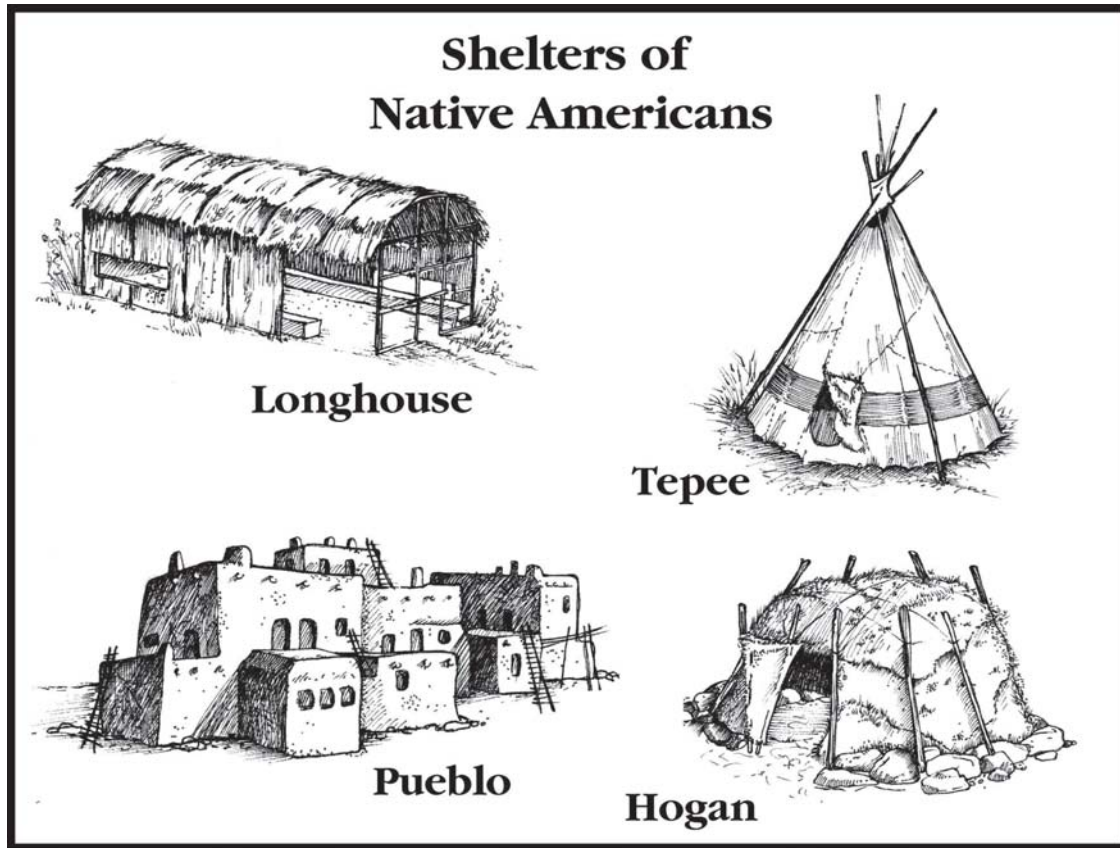
Provide opportunities for students to work individually, in pairs, in small groups, and/or as a class to complete (with teacher guidance and support) any or all of the following activities:

- Divide into small groups to study different facilities that meet human needs (e.g., schools, hospitals, parks, shopping centers, factories, courthouses, airports). Ask each group to identify the most important spatial factors that should be considered in finding a location for such a facility in or near their community.
- Create a large human activities map for your community or neighborhood. On the map, mark the locations of schools, hospitals, parks, playing fields, firehouses, shopping areas, houses of worship, senior centers, business districts, factories, government centers, libraries, and other activity centers. Discuss the advantages and disadvantages of the location of each activity as it is added to the map.
- Divide into study groups to determine where to place a new athletic equipment storage shed on the school playground. Each group prepares a map showing where it would locate the shed and explains its reasons for this choice.
- Hold a simulated conference of English settlers who are preparing to sail to North America to start a new colony in the early 1600s. Have a team of geographic “experts” present the settlers with thematic maps illustrating such spatial factors as physical features, climate zones, vegetation, and Native American cultural groups. Based on these factors, the settlers work together to decide where they should locate their colony to maximize its prospects for success.

- Use telephone books, maps, and direct observation to identify the spatial distribution of activities that are frequently located close to each other (e.g., hotels and restaurants) and activities that are often located away from each other (e.g., churches and bars).
- Collect newspaper articles and other information about land use decisions in your local community. Invite people on both sides of controversial land use issues to class to discuss their points of view.
- Draw a map of the ideal classroom. Indicate what activities would take place where in the classroom and explain the reasons for the locations selected.

Shelters of Native Americans

Look at the pictures of shelters of EARLY groups of Native Americans shown below.



- How are the kinds of shelters different?
- Why did different groups of Native Americans have different kinds of shelters?

Academic Expectation: 2.20 “Students understand, analyze, and interpret historical events, conditions, trends, and issues to develop historical perspective.”

Core Content Code: 5.2.1 “Native American cultures, both in Kentucky and the United States, had similarities (e.g., gender roles, family organization, religion, values) and differences (e.g., language, shelter, tools, foods, and clothing).”

Shelters of Native Americans

Scoring Guide

SCORE	DESCRIPTION
4	Student clearly describes how the kinds of shelters shown are different and clearly explains why different groups of Native Americans have different kinds of shelters.
3	Student generally describes how the kinds of shelters shown are different and generally explains why different groups of Native Americans have different kinds of shelters.
2	Student gives a limited description of how the shelters are different and gives a limited explanation of why different groups of Native Americans have different kinds of shelters. OR Student generally describes how the kinds of shelters shown are different or generally explains why different groups of Native Americans have different kinds of shelters.
1	Student demonstrates minimal understanding (e.g., student gives a limited description of how the shelters are different or gives a limited explanation of why different groups of Native Americans have different kinds of shelters).
0	Student's response is totally incorrect or irrelevant.
Blank	No student response.

How the kinds of shelters are different:

- Shape
- Size
- Materials used
- Permanent versus movable
- Colors and/or ways decorated
- Features such as windows, doors, etc.

Why different groups of Native Americans have different kinds of shelters:

- Availability of building materials due to climate, environment, natural resources
- Climate and differing needs for temperature control
- Methods of obtaining food (i.e., if they grew their own food or had an abundant supply of fish or animals to hunt in a certain place, then they did not need to move and could have permanent shelters)
- Number of people residing in each structure

Note: Lists above are **not** exhaustive.

Annotated 4-Point Student Response

An effort has been made to reproduce the sample student papers as closely as possible to the original handwritten copy, including any grammatical errors in usage. Scores are given based on evidence of relevant content knowledge only. Spelling and grammatical errors have no impact on scores as long as the response is understandable. Writing skills such as spelling and grammar are evaluated as one component of holistic scoring in on-demand writing tests administered at grades 4, 7, and 12.

In the level “4” student response below, up to three errors related to writing skills are highlighted with light gray shading. These errors have no impact on scoring because the response is understandable.

Student Response

A longhouse, a tepee, a pueblo, and a hogan are all different because a tepee is a cone shape, a longhouse **it** a cross between lots of different shapes, the hogan is slightly like a cube, and the pueblo is made of a whole bunch of cubes. Also one is made of stone or what looks like stone, two are made up of grass and sticks, and one is made of skins and sticks.

The native Americans had different shelters considering the land and the amount they moved around. Tepee 'indians' traveled with **there** food so they had to have **movably** houses. Pueblo 'indians' lived in the desert so they need strong shelters that wouldn't break. Longhouse 'indians' had many people in families so they had to have large places to live. Hogan 'indians' lived somewhat in the same places as the longhouse 'indians' but they didn't have so many people in families.

Student clearly describes how the shelters are different based on shape and materials used to make them.

Student clearly explains the reasons for the differences between the shelters (i.e., nomadic tribes use portable homes, larger structures are used to house extended families).

Overall, the student demonstrates a broad understanding of why early Native American cultures had different types of shelters. The student fully responds to both parts of the question with accuracy and specificity.

Annotated 3-Point Student Response

An effort has been made to reproduce the sample student papers as closely as possible to the original handwritten copy, including any grammatical errors in usage. Scores are given based on evidence of relevant content knowledge only. Spelling and grammatical errors have no impact on scores as long as the response is understandable. Writing skills such as spelling and grammar are evaluated as one component of holistic scoring in on-demand writing tests administered at grades 4, 7, and 12.

Student Response

(A) The longhouse is diffent because it was maked out of hay. The tepee is diffent because it is maked of hide. The Pueblo is diffent because it was maked out of clay. The hogan is diffent because it was maked out of grass.

(B) Because they lived in diffent landscape and they use diffent things they found outside.

Student generally explains how the shelters are different based on the materials used to make them.

Student generally explains the reasons for the differences among the shelters (i.e., because of available materials).

Overall, the student demonstrates a general understanding of why early Native American cultures had different types of shelters. The student responds to both parts of the question with some accuracy but little detail.

Annotated 2-Point Student Response

An effort has been made to reproduce the sample student papers as closely as possible to the original handwritten copy, including any grammatical errors in usage. Scores are given based on evidence of relevant content knowledge only. Spelling and grammatical errors have no impact on scores as long as the response is understandable. Writing skills such as spelling and grammar are evaluated as one component of holistic scoring in on-demand writing tests administered at grades 4, 7, and 12.

Student Response

How are the shelters diffrent? The teepee goes straight up in the air it looks like a triangle the hogan looks like a home of a rabbit it goes up over the top and back down. The Pueblo is bigger that all of the rest its got all kinds of rooms hooked on it so it is diffrent by being big. The longhouse is long just like how long it is when you spell the word it looks like a rectangle it's top which is the cillen is made out of hay so is the hogans top.

← Student generally describes how the shelters are different, based on shape and materials used to make them.

Overall, the student demonstrates a basic understanding of how the kinds of shelters are different. The student responds to one part of the question with some accuracy. The response to part b is completely missing.

Annotated 1-Point Student Response

An effort has been made to reproduce the sample student papers as closely as possible to the original handwritten copy, including any grammatical errors in usage. Scores are given based on evidence of relevant content knowledge only. Spelling and grammatical errors have no impact on scores as long as the response is understandable. Writing skills such as spelling and grammar are evaluated as one component of holistic scoring in on-demand writing tests administered at grades 4, 7, and 12.

Student Response

The kind of Shelters are differnt because of the way they are shape. But they all got wood or something on it. A think not to many people want to sleep in there. If a big storm came it can knock it down. Mabe Native Amercias Longhouse, Hogan, or a pueblo. That is why i think they are differnt.

Student provides a limited description of how the shelters are different (i.e., because of the way they are shaped).

Overall, the student demonstrates minimal understanding of why early Native American cultures had different types of shelters. The student responds to one part of the question with little accuracy, and the response to part b is completely missing. Because the response is not totally incorrect or irrelevant, it is given a score of "1."

Instructional Strategies

The open-response question *Shelters of Native Americans* was designed to assess students' (1) ability to identify different types of Native American shelters and (2) understanding that Native American shelters differed because the tribes' cultural influences differed, such as lifestyle and environment. The instructional strategies below present ideas for helping students explore and master these concepts.

Invite a Native American to class to discuss his or her people's traditional culture and their adaptations to modern life.

Provide opportunities for students to work individually, in pairs, in small groups, and/or as a class to complete (with teacher guidance and support) any or all of the following activities:

- Create posters illustrating specific elements (e.g., art, dress, food, shelter, tools) of the cultures of Native American groups in Kentucky and the United States.
- Work in pairs to construct models of different Native American shelters. Each model should be labeled with information that tells which group made this type of shelter, the resources they used, and how this type of shelter reflects their way of life.
- Using a Venn diagram, compare and contrast two Native American cultures.
- Write a short story that illustrates family organization and gender roles in one Native American group.
- Hold a Native American food fair. Work in groups to prepare foods representing different Indian groups throughout the United States. If this is not practical, create a recipe book of Native American dishes from different groups.
- Read and compare different Native American folk tales that describe a variety of cultural characteristics (e.g., gender roles, family organization, religion, values, language, shelter, tools, foods, and clothing).

- Supply students with written and visual information on different aspects of Native American life, organized by geographic region. Aspects of Native American life could include topics such as marriage, recreation, food, shelter, and education. For each topic, students record notes and sketch drawings of their findings. Afterward, each student creates an illustrated journal that describes the daily life of Native Americans.



Grade 5

Arts & Humanities

ARTS & HUMANITIES

Instrument Families

Instruments make different sounds and are grouped together into families based on how these sounds are produced. The four instrument families are strings, woodwinds, brass, and percussion.

- a. Name TWO of the families of instruments and identify ONE instrument from EACH family.
- b. Explain how sound is produced by EACH of the two instruments.

Academic Expectation: 2.23 “Students analyze their own and others’ artistic products and performances using accepted standards.”

Core Content Code: 1.1.39 “Recognize and be able to distinguish families of instruments (brass, woodwind, percussion, string, folk) and/or vocal timbres.”

Academic Expectation: 1.14 “Students make sense of ideas and communicate ideas with music.”

Core Content Code: 1.1.36 “Timbre: instrument families (brass, woodwind, string, percussion, folk), voice parts (high, low), sounds of voices and instruments.”

Instrument Families

Scoring Guide

SCORE	DESCRIPTION
4	Student names two families of instruments and identifies one instrument from each family. Student clearly explains how sound is produced by each instrument.
3	Student names two families of instruments and identifies one instrument from each family. Student generally explains how sound is produced by each instrument.
2	Student names two families of instruments and identifies one instrument from each family. Student provides a limited explanation of how sound is produced by each instrument. OR Student names one instrument and generally explains how sound is produced by that instrument. OR Student names one family of instruments and clearly explains how sound is produced by instruments in that family, without identifying specific instruments.
1	Student demonstrates minimal understanding (e.g., student names one family of instruments and identifies one of its instruments without explaining how sound is produced).
0	Student's response is totally incorrect or irrelevant.
Blank	No student response.

Families of instruments: string, brass, woodwind, percussion

Annotated 4-Point Student Response

An effort has been made to reproduce the sample student papers as closely as possible to the original handwritten copy, including any grammatical errors in usage. Scores are given based on evidence of relevant content knowledge only. Spelling and grammatical errors have no impact on scores as long as the response is understandable. Writing skills such as spelling and grammar are evaluated as one component of holistic scoring in on-demand writing tests administered at grades 4, 7, and 12.

In the level “4” student response below, up to three errors related to writing skills are highlighted with light gray shading. These errors have no impact on scoring because the response is understandable.

Student Response

- A. Two of the families I picked were brass and string. The two instruments I picked were the trumpet and violin.
- B. The way that the tumpet is played is by buzzing into the mouth piece and pushing down on the valves. The way that the violin is played is by taking the bow and rubbing it across the strings and if you want to make it high or low put a finger on the string while rubbing it with the bow. That was two families of instruments and how they were played.

Student names two instrument families and identifies one instrument from each (i.e., trumpet, violin).

Student clearly explains how sound is produced by each of the instruments.

Overall, the student demonstrates a clear knowledge of the instrument families and how different musical instruments produce their unique sounds.

Annotated 3-Point Student Response

An effort has been made to reproduce the sample student papers as closely as possible to the original handwritten copy, including any grammatical errors in usage. Scores are given based on evidence of relevant content knowledge only. Spelling and grammatical errors have no impact on scores as long as the response is understandable. Writing skills such as spelling and grammar are evaluated as one component of holistic scoring in on-demand writing tests administered at grades 4, 7, and 12.

Student Response

Today I will name two family's of the instrument. There is really 4: woodwind, brass, percussion, and string. Then I will identify 1 instrument out of each group I choose.

My first family is brass. I like brass because of the trumpet. The sound is produced by when the player blows into the nozel of the trumpet. The air flows down and when any of the 3 keys are pushed it makes a joyful noise.

You will be amazed at my last group. It is the string. Out of the string family I choose the guitar. The guitars sound is produced by when the player uses a pic or his/her finges and plucks the strings and sound vibrations go in the space in the gautiar and come out the hole and into our ears.

Now that I told you my 2 familys of instruments tell me yours.

Student identifies an instrument family and one of its instruments (i.e., trumpet from the brass family) and generally explains how it produces sound.

Student identifies an instrument family and one of its instruments (i.e., guitar from the string family) and generally explains how it produces sound.

Overall, the student demonstrates general knowledge of the instrument families and how different musical instruments produce their unique sounds. The introductory paragraph identifies four families of musical instruments; however, the score is neither improved nor reduced when the student provides more information than is required to answer the question. This response could receive a higher score with a more accurate description of how the sound is produced in each of the instruments (e.g., correct terminology for the trumpet's mouthpiece and that the instruments make higher or lower notes when played).

Annotated 2-Point Student Response

An effort has been made to reproduce the sample student papers as closely as possible to the original handwritten copy, including any grammatical errors in usage. Scores are given based on evidence of relevant content knowledge only. Spelling and grammatical errors have no impact on scores as long as the response is understandable. Writing skills such as spelling and grammar are evaluated as one component of holistic scoring in on-demand writing tests administered at grades 4, 7, and 12.

Student Response

a. strings and brass. one from the string family is the harp one from the brass family is the trombone.

b. On the harp sound is produced by taking your hand and gently going accross the strings. The trombone you can make a sound by blowing or buzzing into it and pushing out the thing or the trigger.

Student names two instrument families and identifies one instrument from each (i.e., harp from string family, trombone from brass family).

Student describes, in a limited way, how each of the instruments produces sound.

Overall, the student demonstrates basic knowledge of the instrument families and how different musical instruments produce their unique sounds. A more precise description of the instruments and how they produce sound would earn this paper a higher score (e.g., gently strumming the harp is one way it is played, but it can also be plucked sharply). Further, the expectation is that the student will choose a familiar instrument and will use the correct terminology to describe it (e.g., the trombone's slide).

Annotated 1-Point Student Response

An effort has been made to reproduce the sample student papers as closely as possible to the original handwritten copy, including any grammatical errors in usage. Scores are given based on evidence of relevant content knowledge only. Spelling and grammatical errors have no impact on scores as long as the response is understandable. Writing skills such as spelling and grammar are evaluated as one component of holistic scoring in on-demand writing tests administered at grades 4, 7, and 12.

Student Response

(a) flute drum the flute makes a pretty sound like a bird is calling to you.

(b) The sound are made by a company and they make a sertun sound in side the insturment.

Student identifies two instruments (flute and drum), but does not name their instrument families.

Student attempts to explain how sound is produced, but it is unclear.

Overall, the student demonstrates minimal knowledge of the instrument families and how different musical instruments produce their unique sounds. The student identifies two instruments, but does not name the instrument families they belong to or explain how they produce sound. Nonetheless, because the response is not totally incorrect or irrelevant, it is given a score of "1."

Instructional Strategies

The open-response question *Instrument Families* was designed to assess students' (1) ability to identify instruments of each family and (2) understanding of how sound is produced by instruments in different families (i.e., brass, woodwind, percussion, string, folk) and/or vocal timbres. The instructional strategies below present ideas for helping students explore and master these concepts.

Invite students who play instruments to perform for the class. Invite guest performers to visit the class.

Arrange for students to view an actual orchestral performance, on video or at a live concert.

Use games to reinforce what students learn about the instruments in the orchestra. For example, students might play "Name That Toot," where the student must identify the instrument playing a particular part of an orchestral work. Encourage students to create their own games.

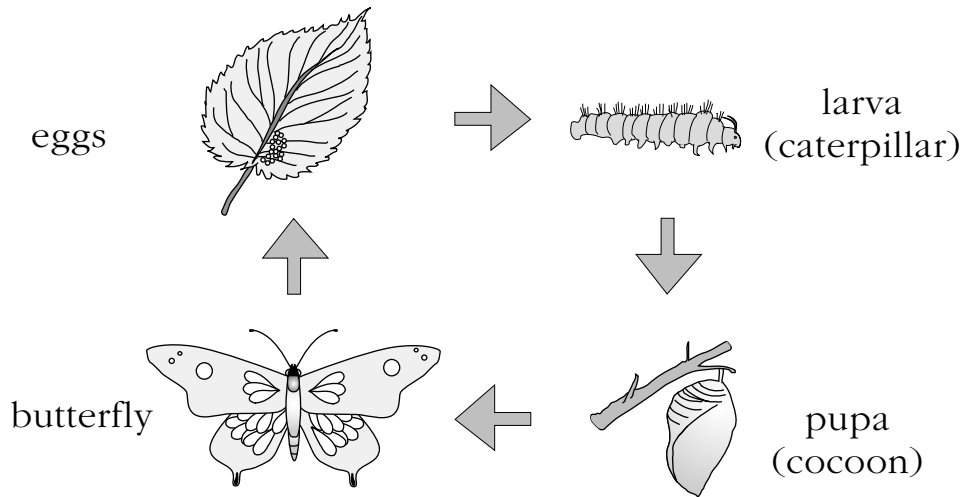
Provide opportunities for students to work individually, in pairs, in small groups, and/or as a class to complete (with teacher guidance and support) any or all of the following activities:

- Listen to a recording of an entire orchestra, acknowledging that it is composed of many different instruments.
- Examine an orchestra viewed in a picture, video, or chart. List the four major families of instruments and identify where the instruments are in the orchestra. Note that instruments in the same family are typically placed together.
- List the instruments within a family, and compare their size, shape, and sound.
- Study the structure of individual instruments and the way they produce their unique sound.
- Research instruments from other cultures and determine what they have in common with instruments in an orchestra.

- Create charts and posters displaying instrument families and their members.
- Look at close-up pictures of parts of an instrument, such as the tuning pegs of a violin or the valves of a trumpet, and identify the instrument and/or family.
- Look at pictures of various instruments and place the pictures on the wall under the appropriate instrument family names.

Butterfly Dance

You have been asked to help create a dance showing the life cycle of a butterfly. The four stages of the butterfly's life cycle are shown below.



Your job is to think of movements that a dancer could do to show each stage of the butterfly's life cycle.

- Describe ONE dance movement (locomotor or non-locomotor) that shows EACH of the four stages of the butterfly's life cycle.
- Describe the **SHAPE** and **LEVEL** of EACH of the FOUR movements that you described in **part a**.

Academic Expectation: 2.22 "Students create works of art and make presentations to convey a point of view."

Core Content Code: 2.1.31 "Discuss how expressive dances are composed of a variety of locomotor and non-locomotor movements that incorporate the elements of dance: space (shape, level, direction, pathways), time (beat, tempo), and force (use of energy while moving)."

Academic Expectation: 2.23 "Students analyze their own and others' artistic products and performances using accepted standards."

Core Content Code: 2.1.36 "Explain, using appropriate terminology, how dance communicates ideas, thoughts, and feelings."

Butterfly Dance

Scoring Guide

SCORE	DESCRIPTION
4	Student clearly describes one dance movement for each of the four stages of the butterfly's life cycle. Student clearly describes the shape and level of each of the four movements.
3	Student generally describes one dance movement that shows each of the four stages of the butterfly's life cycle. Student generally describes the shape and level of three or four of the movements (for a total of at least six general descriptions).
2	Student provides a limited description of one dance movement that shows each of three or four stages of the butterfly's life cycle. Student provides a limited description of the shape and/or level of two to four of the movements (for a total of at least four limited descriptions). OR Student generally describes one dance movement that shows each of two stages of the butterfly's life cycle. Student generally describes the shape and level of each of the two movements.
1	Student demonstrates minimal understanding (e.g., student describes at least one dance movement that shows one or more of the stages of the butterfly's life cycle without describing shape and level).
0	Student's response is totally incorrect or irrelevant.
Blank	No student response.

Answer Information

Part a:

Any movement that is appropriate for the stage is acceptable (and a variety of movements are appropriate for each stage). For example, some appropriate movements for the "egg stage" include crouching, swaying, and stretching because the crouching could simulate the shape of an egg, the swaying could simulate the eggs swaying on a leaf, and the stretching could simulate the larva trying to move out of the egg.

Part b:

The **shape** of a movement can be described using particular words (e.g., curved, rounded, straight, square, twisted) or by describing how certain body parts are positioned (e.g., one arm is up, one arm is down; the arms are in a "Y" shape). The **level** of a movement is low, medium, or high (or a combination of levels).

Annotated 4-Point Student Response

An effort has been made to reproduce the sample student papers as closely as possible to the original handwritten copy, including any grammatical errors in usage. Scores are given based on evidence of relevant content knowledge only. Spelling and grammatical errors have no impact on scores as long as the response is understandable. Writing skills such as spelling and grammar are evaluated as one component of holistic scoring in on-demand writing tests administered at grades 4, 7, and 12.

In the level “4” student response below, up to three errors related to writing skills are highlighted with light gray shading. These errors have no impact on scoring because the response is understandable.

Student Response

A. A dance movement for the butterfly egg, could be you roll up into a ball. One for the cattipiller could be crawling around on your belly. One for the cocoon stage you could stand up straight with your arms at your side. For the butterfly you could flap your arms slowly up and down.

B. The egg's shape would be ball-like and its level would be low. The cattipiller's shape would be snake-like and it's level would be low. The cocoons level would be high and it's shape would be like a cylinder. The butterfly's shape would be heart-like and it's level would be high.

Student clearly describes a dance movement that shows each of the four stages in the butterfly's life cycle.

Student clearly describes the shape and level of each of the four movements.

Overall, the student demonstrates extensive knowledge of the dance elements of shape and level and an ability to describe dance movements to communicate ideas. The movements given appropriately match each stage of the butterfly's life and the descriptions are clear and specific.

Annotated 3-Point Student Response

An effort has been made to reproduce the sample student papers as closely as possible to the original handwritten copy, including any grammatical errors in usage. Scores are given based on evidence of relevant content knowledge only. Spelling and grammatical errors have no impact on scores as long as the response is understandable. Writing skills such as spelling and grammar are evaluated as one component of holistic scoring in on-demand writing tests administered at grades 4, 7, and 12.

Student Response

In this Open-Response I will be describing movement that show each stage of a butterflies life cycle, and describe the shape, and level.

For the first movement of a butterflies lifecycle which is an egg you will be laying on the floor with leaves on top of you, then you will get out of the leaves and start moving around on the floor like a caterpillar which is the second stage of a butterfly, after that you will stop and stand medium level with your hands on your head the represents the 3 stage of a butterfly which is a pupa, then for the last stage which is a butterfly you stand up and start jumping and floping you hands at a slow tempo.

Student restates the question. This does not count toward the student's score.


Student generally describes movements that would represent each of the four stages in the butterfly's life cycle (i.e., lying on the floor, moving like a caterpillar, standing with hands on head, jumping and slowly flopping your hands).

Continued on the next page. ➡

Annotated 3-Point Student Response (continued)

An effort has been made to reproduce the sample student papers as closely as possible to the original handwritten copy, including any grammatical errors in usage. Scores are given based on evidence of relevant content knowledge only. Spelling and grammatical errors have no impact on scores as long as the response is understandable. Writing skills such as spelling and grammar are evaluated as one component of holistic scoring in on-demand writing tests administered at grades 4, 7, and 12.

Student Response

The level for the first stage which is an egg is low level the shape is horizontal because horizontal means its like this —. The level for the second stage which is a caterpillar is low level because your still on the ground and the shape is curvey because your moving around something like a caterpillar does . The level for the third stage which is a pupa is medium level because you are not that low and not that high you are in medium level. The shape is kinda like a curved line because your bands are on your head ~~of hands~~ ~~body~~. The level for the last stage which is a butterfly is a high level because your not low and your not medium you way up high like a straight line. As you can see I have also used Locamoter, and non Locamoter. I used locamoter for the second, third, and fourth stage, and non Locamoter for stage One.

I have know answed my Open-Response, and described 4 movents describing the life cycle of a butterfly and described the shape and level of each level.

Student clearly describes the level (i.e., low) and generally describes the shape (i.e., horizontal, curvy) for each of the first two movements.

Student clearly describes the level (i.e., medium, high) and generally describes the shape for each of the third and fourth movements (i.e., kinda like a curved line, a straight line).

Student discusses locomotor and non-locomotor movements, but the question did not require that discussion; therefore this counts neither toward nor against the student's score.

Overall, the student demonstrates a broad knowledge of the dance elements of shape and level and some ability to describe dance movements to communicate ideas. The response could receive a higher score with more detailed descriptions of the movements. For example, rather than saying "move around like a caterpillar," a clear description would give the actual movements, such as "the dancers crawl around on their stomachs with their hands at their sides."

Annotated 2-Point Student Response

An effort has been made to reproduce the sample student papers as closely as possible to the original handwritten copy, including any grammatical errors in usage. Scores are given based on evidence of relevant content knowledge only. Spelling and grammatical errors have no impact on scores as long as the response is understandable. Writing skills such as spelling and grammar are evaluated as one component of holistic scoring in on-demand writing tests administered at grades 4, 7, and 12.

Student Response

A. First stage is a egg this is not a non-locomoter movement they are going to sit down in one place and micic to climb up something. The next stage is the caterpillar this is a locomoter movement then he or she gets up and walks slowly. Then the stage is the pupa this isn't a locomoter movement then they sit down and start swing there arms Left to Right, like spinning a pupa. Then the last part the Butterfly which is a locomoter movement then they'll leap as high as they can like a butterfly flying.

B. The Butterfly Dace had a lot of move ment and a lot of Level. Like the eggs for example I was low and the butterfly was high I had a lot of differnet stages there. But the pupa and caterpillar were kind in the middle in each stage.

Student generally describes movements that would represent each of the four stages in the butterfly's life cycle (i.e., sit down and mimic (?) to climb, walk slowly, sit down and swing arms, leap).

Student generally describes the level for each movement but does not give shape for any of the movements.

Overall, the student demonstrates basic knowledge of the dance elements of shape and level and limited ability to describe dance movements to communicate ideas. The student responds to most, but not all, parts of the question, and the descriptions given are consistently general. The response could be improved with more specific descriptions of the movements, a rationale or explanation of the levels, and/or descriptions of the shape of each movement.

Annotated 1-Point Student Response

An effort has been made to reproduce the sample student papers as closely as possible to the original handwritten copy, including any grammatical errors in usage. Scores are given based on evidence of relevant content knowledge only. Spelling and grammatical errors have no impact on scores as long as the response is understandable. Writing skills such as spelling and grammar are evaluated as one component of holistic scoring in on-demand writing tests administered at grades 4, 7, and 12.

Student Response

A.) Act like your on a leaf and lay down.

Then start crawling around like a catapilier

Next you would stand still and wrap your arms around your self and you would be in a pupa.

Last you would flap your arms like wings on a butterfly and act like you are flying.

B.) First you act like a big ball on the ground.

Next you get on your hands and knees and crawl around on them

Then you just stand there very still

Last you wave your arms up and down.

Student provides a general description of movements that would represent each of the four stages in the butterfly's life cycle.

Student restates the movements from the first part of the response.

Overall, the student demonstrates minimal knowledge of the dance elements of shape and level and limited ability to describe dance movements to communicate ideas. The student generally describes dance movements for the stages in the life cycle of a butterfly, but does not describe the shape or level of any of the movements.

Instructional Strategies

The open-response question *Butterfly Dance* was designed to assess students' (1) understanding of locomotor and non-locomotor movements in dance, (2) understanding of shape and level as they apply to dance movements, and (3) ability to explain, using appropriate terminology, how dance communicates ideas, thoughts, and feelings. The instructional strategies below present ideas for helping students explore and master these concepts.

Provide opportunities for students to work individually, in pairs, in small groups, and/or as a class to complete (with teacher guidance and support) any or all of the following activities:

- Discuss how the elements of dance (space, time, force) can be used in a dance to tell a story relating to a natural event or process (e.g., the life cycle of a butterfly, a volcanic eruption, migrating birds, a storm, hibernation, etc.). Choose an event or process from nature and describe movements a dancer could do to show it. Explain why the movements were chosen.
- Watch one or more dance performances on tape (e.g., *Swan Lake*, *Rodeo*, *The Rite of Spring*, *Artemis*, *Carnival of the Animals*, *Cats*, *The Lion King*). Identify the locomotor movements (where the dancer changes location) and non-locomotor movements (where the dancer remains in one place), and how effectively they depict the animal or natural process. Talk about how the dancers use their entire bodies to represent activities such as running, flying, climbing, or leaping.
- Watch a dance performance presented by a classmate. Discuss the shape and level of the movements in the dance and how they influence the message or feeling of the dance. Discuss the tempo of the dance and how that influences the message or feeling of the dance. Discuss the use of energy (force) in the dance and how that influences the message or feeling of the dance.
- Design a dance relating to a topic of choice, perhaps a story students would like to convey or something they are in the process of studying. Working in small groups, brainstorm ideas for movements that could be used to interpret the subjects they are portraying. Then, write a detailed description of how each of the elements of dance would be applied. If desired, students may practice and perform the dance.

- Choose three verbs and three adverbs from options provided by your teacher. Pair one adverb with each verb and then create a movement sequence with a beginning, middle, and ending that will demonstrate what the words are through movement only. (Teacher should include both locomotor and non-locomotor movements in the verbs and also provide words that allow students to experiment with shape and levels.)

The Dancing Animals

Your class is going to make up a play about animals that can dance. Your job is to create two characters for the play.

- a. Name TWO characters that could be in a play about dancing animals. Describe what the characters would look like and what they would wear.
- b. For EACH of the two characters, describe the character's part (what the character does) in the play.

Academic Expectation: 2.22 “Students create works of art and make presentations to convey a point of view.”

Core Content Code: 3.1.34 “Identify and describe basic scenery, props, and costumes that would be appropriate for the plot and characters in a short script or story.”

Core Content Code: 3.1.35 “Identify and describe characters, their relationships, and their settings and environments, related to a script, scenario, or classroom dramatization.”

The Dancing Animals

Scoring Guide

SCORE	DESCRIPTION
4	Student names two characters that could be in a play about dancing animals and clearly describes what each character would look like and what each character would wear. Student clearly describes each character's part in the play.
3	Student names two characters that could be in a play about dancing animals and generally describes what each character would look like and what each character would wear. Student generally describes each character's part in the play.
2	Student names two characters that could be in a play about dancing animals and provides a limited description of what each character would look like and/or what each character would wear. Student provides a limited description of each character's part in the play. OR Student names one character that could be in the play about dancing animals and generally describes what the character would look like and what the character would wear. Student generally describes the character's part in the play.
1	Student demonstrates minimal understanding (e.g., student names one or two characters that could be in a play about dancing animals and generally describes what the character(s) would look like and/or what the character(s) would wear without describing their parts in the play).
0	Student's response is totally incorrect or irrelevant.
Blank	No student response.

Annotated 4-Point Student Response

An effort has been made to reproduce the sample student papers as closely as possible to the original handwritten copy, including any grammatical errors in usage. Scores are given based on evidence of relevant content knowledge only. Spelling and grammatical errors have no impact on scores as long as the response is understandable. Writing skills such as spelling and grammar are evaluated as one component of holistic scoring in on-demand writing tests administered at grades 4, 7, and 12.

In the level “4” student response below, up to three errors related to writing skills are highlighted with light gray shading. These errors have no impact on scoring because the response is understandable.

Student Response

(A.) If my class was going to make up a play about an animal that can dance and my job is to create more **charactors** for the play to make it more interesting, then I would create a dog and a cat to dance with the dancing animal. They would be dancing to soft slow music. The dog will be a brown golden retriever that likes everybody and loves to dance and have fun. His name will be Rover. He will wear a black tux with a vest **underneath** and black dress shoes for guys. The cat will be a calico cat and her name will be Trixy. She will wear a pink long dress that comes down to **he** feet. She will also be wearing white high heels.

(B.) In the play the dog will be a sheriff and the the cat will be a waitress. They both (cat and dog) have come to a club to dance because they love to dance. They meet the dancing animal, they all introduce themselves, and begin dancing the night away.

That is how the play will go if my class was creating one with the dancing animals.

← Student names two characters that could be in a play about dancing animals (i.e., a dog and a cat).

← Student clearly describes what the dog would look like and what he would wear (i.e., a brown golden retriever wearing a black tux with vest and black dress shoes).

← Student clearly describes what the cat would look like and what she would wear (i.e., a calico cat wearing a pink long dress and white high heels).

← Student clearly describes each character's part in the play.

Overall, the student demonstrates broad knowledge of some of the elements of drama/theatre and an ability to apply this knowledge to describe character appearance, costume, and part in a short script or story. The description is clear because it includes specific details (i.e., the dog is a sheriff named Rover who likes everybody and loves to dance and have fun, the cat is a waitress named Trixy).

Annotated 3-Point Student Response

An effort has been made to reproduce the sample student papers as closely as possible to the original handwritten copy, including any grammatical errors in usage. Scores are given based on evidence of relevant content knowledge only. Spelling and grammatical errors have no impact on scores as long as the response is understandable. Writing skills such as spelling and grammar are evaluated as one component of holistic scoring in on-demand writing tests administered at grades 4, 7, and 12.

Student Response

My class is going to make up a play about dancing animals two characters are...

A.1. Disco Beaver he's brown all over he were's Dancing shoes and a Disco outfit.

A.2. Mog the Disco Frog is green and wereing a lilly pad dress with flowers.

B.1. Disco Beaver teaches Mog the Disco Frog how to dance.

B.2. Mog is affraid to dance but Frog teaches her how.

And that's all about our classroom play "Dancing Animals"!

Student names one character that could be in a play about dancing animals and generally describes what the character would look like and what he would wear.

Student names another character that could be in a play about dancing animals and generally describes what the character would look like and what she would wear.

Student generally describes what each character would do in the play.

Overall, the student demonstrates general knowledge of some of the elements of drama/theatre and some ability to apply this knowledge to describe character appearance, costume, and part in a short script or story. The student makes one minor error in describing the characters' parts by saying that, "Mog is afraid to dance but Frog teaches her how," when Mog is the frog. The costume descriptions lack detail (e.g., what does the Disco outfit look like: shiny fabric? bell bottoms?). In addition, more development in part b would make the response clearer because B.1 and B.2 are essentially the same.

Annotated 2-Point Student Response

An effort has been made to reproduce the sample student papers as closely as possible to the original handwritten copy, including any grammatical errors in usage. Scores are given based on evidence of relevant content knowledge only. Spelling and grammatical errors have no impact on scores as long as the response is understandable. Writing skills such as spelling and grammar are evaluated as one component of holistic scoring in on-demand writing tests administered at grades 4, 7, and 12.

Student Response

A. A Monkey is a dancing animal. the other characters will be a banana and a tree. the banana will look like a real banana. the tree will whar a Brown suit
B the tree will be dancing away from the monkey. The banana will thiy to hang on to the tree.

Student names an animal and two other characters that could be in a play about dancing animals.

Student provides a limited description of what each character would look like and what each character would wear.

Student provides a limited description of what each character would do in the play.

Overall, the student demonstrates basic knowledge of some of the elements of drama/theatre and a basic ability to apply this knowledge to describe character appearance, costume, and part in a short script or story. The student responds in a limited way to all parts of the question.

Annotated 1-Point Student Response

An effort has been made to reproduce the sample student papers as closely as possible to the original handwritten copy, including any grammatical errors in usage. Scores are given based on evidence of relevant content knowledge only. Spelling and grammatical errors have no impact on scores as long as the response is understandable. Writing skills such as spelling and grammar are evaluated as one component of holistic scoring in on-demand writing tests administered at grades 4, 7, and 12.

Student Response

A. There could be a clown telling the dog what to do. The last character could be a dog.

B. The clown could be the master and tell everyone what to do, The other dog could dance with the one already dancing.

Student names two characters that could be in a play about dancing animals (i.e., a clown, a dog, and another dog).

Student provides a limited description of the part each character would play.

Overall, the student demonstrates minimal knowledge of elements of drama/theatre and minimal ability to apply this knowledge to describe character appearance, costume, and part in a short script or story. The student responds in a consistently limited way to most of the question; there is no description of the characters' costumes.

Instructional Strategies

The open-response question *The Dancing Animals* was designed to assess students' ability to (1) describe character appearance and costumes in a short script or story and (2) describe a part for a character in a short script or story. The instructional strategies below present ideas for helping students explore and master these concepts.

Provide opportunities for students to work individually, in pairs, in small groups, and/or as a class to complete (with teacher guidance and support) any or all of the following activities:

- Watch a cartoon or part of an animated film or a play in which the main characters are animals. Discuss any or all of the elements of production (e.g., scenery, costumes, props, sound and music) and/or elements of performance (e.g., character, movement, vocal expression, speaking style). How do the elements contribute to the story? How might an element be different and how would that change the story?
- Explore the concept of “story” in theater by developing and performing a play. This could be a skit written by a student or an enactment of a familiar tale or song. Discuss the scenery, the characters, and the characters' motivations. Then improvise a script. Act out the story, while one person periodically introduces new problems that the characters need to solve. When all of the problems are solved, the play is over.
- Choose a story to turn into a play. Create a storyboard rather than a traditional script for a play. Use simple pictures that show the action and dialogue.
- Write an original script for a brief play dealing with a topic currently being studied in science or social studies.
- Read a play and identify all of the scenes in which the story takes place. Work in teams to design a backdrop for each scene, including details such as the locations of necessary scene elements such as trees, a bridge, and other outdoor accoutrements, or a desk, table, bed, telephone, etc., for indoor scenes. Remember to take into account the number of characters in the play and the space required for the action in the play.
- Construct models of play scenery. These can be constructed from cardboard, milk cartons and cans, building blocks, or other construction toys. Discuss what aspects of the scenery are crucial to the story and why.

- Construct full-size scenery from large cardboard boxes, painted butcher paper, and other inexpensive materials. Consider creating scenery that can fold up, like an oversized pop-up greeting card. You can also create “generic” scenery that can be used for several student plays. Alternatively, you can have students assume the roles of trees, furniture, vehicles, and other parts of the scenery.
- Select or create a character, then design a costume for the character. Share your product and design decisions with the class.
- Design costumes for a particular theater production. Talk about what the costumes should look like. What are important features that must be included and why? What features are less important? Download fashion templates with “manikin” pictures from the Internet, and use them as models for drawing costumes for the play.
- Create newspaper costumes and “sew” them together with masking tape. Create hats by form-fitting a piece of newspaper on a child’s head, create a snug but not tight crown with masking tape, then roll up the edges of the paper to create the brim of the hat.
- Develop costumes from donations from parents. Ask for clean, unused clothing that lends itself to costume creation, such as uniforms, hats, scarves, shawls, shoes, and jewelry.
- Identify the props needed to act out a particular story. Bring props from home, or create stylized props from paper mâché. They can be oversized and painted in wild colors for a humorous effect. Create two-dimensional props by cutting them out of cardboard or construction paper. Let uninhibited imagination guide the prop creation process. Discuss what each prop would contribute to the overall production.
- Choose roles in a brief play and write a background story for each character. Invent more details about the character’s life than are given in the text of the play. Explain how these details will affect the way the character acts in the play. The play can be staged more than once to allow the students to trade roles.
- Experiment with a range of emotion in speech. Say the same lines, but each time try a different emotion. For example, if the line were “Have a nice day,” the student could try saying the line in a cheerful tone, an ironic tone, an angry tone, a sympathetic tone, etc.
- Design makeup for a particular character, including face painting, wigs, beards, etc. Begin by discussing the personality and motivations of the character. Then imagine a unique look for the character that matches these traits.

Using Colors

An artist can use colors to help create a mood or feeling in a painting. Three different color groups that an artist can use to help create a mood or feeling are WARM COLORS (such as red, yellow, and orange), COOL COLORS (such as blue, green, and violet) and NEUTRAL COLORS (such as black, brown, gray, and white).



Charmion von Wiegand, *Untitled (Cat in Window)*, n.d. Oil on canvas, 20 ¼ x 24 in. Gift of Marion Hammett Smith, National Museum of Women in the Arts. © The Estate of Charmion von Wiegand; Courtesy of Michael Rosenfeld Gallery, LLC, New York, NY.

- Name a part of the painting where the artist uses WARM COLORS, a part where the artist uses COOL COLORS, and a part where the artist uses NEUTRAL COLORS.
- Describe the mood or feeling of the artist's painting. Explain how the colors chosen by the artist help create this mood or feeling.

Academic Expectation: 2.23 “Students analyze their own and others’ artistic products and performances using accepted standards.”

Academic Expectation: 1.13 “Students make sense of ideas and communicate ideas with the visual arts.”

Core Content Code: 4.1.32 “Art elements — line, shape, form, texture, and color (primary and secondary hues) and color groups (warm, cool, neutral).”

Using Colors

Scoring Guide

SCORE	DESCRIPTION
4	Student names a part of the painting where the artist uses warm colors, a part of the painting where the artist uses cool colors, and a part of the painting where the artist uses neutral colors. Student clearly describes the mood or feeling of the painting and clearly explains how the colors help create this mood or feeling.
3	Student names a part of the painting where the artist uses warm colors, a part of the painting where the artist uses cool colors, and a part of the painting where the artist uses neutral colors. Student generally describes the mood or feeling of the painting and generally explains how the colors help create this mood or feeling.
2	Student names a part of the painting where the artist uses colors from two or three color groups. Student provides a limited description of a mood or feeling of the painting and/or provides a limited explanation of how the mood or feeling is created.
1	Student demonstrates minimal understanding (e.g., student names a part of the painting where the artist uses one color group).
0	Student's response is totally incorrect or irrelevant.
Blank	No student response.

Examples of parts of the painting where the artist uses the three color groups:

- The curtain and pillow are warm colors.
- The potted plant is a cool color.
- The cat is neutral.
- The background outside the window is a combination of cool and neutral colors.

Examples of ways the colors chosen create the mood or feeling of the painting:

- The colors of the cat are neutral to give a feeling of sleepiness or lack of movement.
- Outside the window the colors are cool and neutral to give the feeling of a cold winter day.
- Inside the colors are warm to give a cozy and content feeling.

Annotated 4-Point Student Response

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In the level “4” student response below, up to three errors related to writing skills are highlighted with light gray shading. These errors have no impact on scoring because the response is understandable.

Student Response

A) The part of the painting were the artist used warm colors was in the curtains, table, and mostly all around inside. The cool colors were in the pillow some of cool colors were there, the plant, in the trees outside, on the little stuffed dog right beside the cat, and some outside. Lots of Neutral colors outside in the snow, mail box, and the trees, filled with neutral colors of the cat's fur. All of the Warm, Cool, and Neutral colors were in this painting.

B) The mood and the feeling the artist is trying to describe in the painting is the cat is so peaceful it's asleep safe and sound and warm it just looks so cozy on the pillow it's almost like you could hear it purring. The colors the artist chose to create the mood and feeling helped alot by there were so many warm colors in the house that you could tell it was warm and the cat was feeling good and the cool and neutral colors were outside like it's really cold out there so I would rather be with the nice oranges, yellows, and reds.

Student correctly names where in the painting the artist uses warm, cool, and neutral colors.

Student clearly describes the mood of the painting and clearly explains how the colors help create the mood (i.e., warm colors in the house make it feel cozy, cool and neutral colors outside make it feel really cold outside).

Overall, the student demonstrates broad knowledge of the color groups (i.e., warm, cool, and neutral) and a broad understanding of how color can contribute to a mood or feeling in a painting. The student includes specific details in the description of the mood in the painting and clearly ties the placement of different colors in the painting to its overall mood.

Annotated 3-Point Student Response

An effort has been made to reproduce the sample student papers as closely as possible to the original handwritten copy, including any grammatical errors in usage. Scores are given based on evidence of relevant content knowledge only. Spelling and grammatical errors have no impact on scores as long as the response is understandable. Writing skills such as spelling and grammar are evaluated as one component of holistic scoring in on-demand writing tests administered at grades 4, 7, and 12.

Student Response

Cool colors are blue, green, and violet. Warm colors are red, yellow, and orange. Neutral colors are white, black, gray, and brown. All of colors can be used to create and show how the artist is feeling.

a. In the picture shown to be used for this open response the warm colors are; the yellow curtain, red pillow, a small red flag on the mail box, and red dots on a fake dog. The cool colors are the bushes, a green plant and a few green trees. The neutral colors painted are the brown trees, a black and white cat, white snow, black rocks, on the fake dog black spots brown ears and a white body, a white vase, brown pole to hold the white mail box up, and black on the pillow.

b. The artist probably was sad because a large portion was neutral colors. The cat is asleep, the weather (snow) is cold and probably wet, and the picture just isn't lively at all.

Student correctly names where in the painting the artist uses cool, warm, and neutral colors.

Student generally describes the mood of the painting (i.e., sad and not lively at all), and generally explains how the colors help create the mood (i.e. large portion is neutral colors).

Overall, the student demonstrates broad knowledge of the color groups (i.e., warm, cool, and neutral) and a limited understanding of how color can contribute to a mood or feeling in a painting. The description of the mood is general because it lacks detail, and the explanation could more clearly connect the mood of the painting to the colors used.

Annotated 2-Point Student Response

An effort has been made to reproduce the sample student papers as closely as possible to the original handwritten copy, including any grammatical errors in usage. Scores are given based on evidence of relevant content knowledge only. Spelling and grammatical errors have no impact on scores as long as the response is understandable. Writing skills such as spelling and grammar are evaluated as one component of holistic scoring in on-demand writing tests administered at grades 4, 7, and 12.

Student Response

The warm colors I see is the pillow that the cat is laying on. I see a little bit of orange and a lot of red in there too. Also another warm color I see is the floor. The floor is a warm yellow. The cool colors I see is the plant. It's a warm green but it's a cool color. Another cool color I see is trees leaves. They'ar also a green color. The Neutral colors I see is the tree stups. The tree stup is a brown color. Another neutral color I see is the cat the Cat is black and white. This painting make me feel like it peaceful and quit theres knowbody is home exsept you and your sound asleep.

← Student correctly names where in the painting the artist uses warm, cool, and neutral colors.

← Student clearly describes the mood of the painting (i.e., peaceful and quiet), but does not explain how the colors help create the mood.

Overall, the student demonstrates general knowledge of the color groups (i.e., warm, cool, and neutral) and a limited understanding of how color can contribute to a mood or feeling in a painting. The description of the mood in the painting is clear, but the explanation connecting the mood to the colors used in the painting is missing. Therefore, the paper was scored a "2."

Annotated 1-Point Student Response

An effort has been made to reproduce the sample student papers as closely as possible to the original handwritten copy, including any grammatical errors in usage. Scores are given based on evidence of relevant content knowledge only. Spelling and grammatical errors have no impact on scores as long as the response is understandable. Writing skills such as spelling and grammar are evaluated as one component of holistic scoring in on-demand writing tests administered at grades 4, 7, and 12.

Student Response

The artist used warm colors on the pillow and on the curtain. he used cool colors on the bushes outside.

And he used neutral colors on the snow

Student correctly names where in the painting the artist uses warm, cool, and neutral colors.

Overall, the student demonstrates limited knowledge of the color groups (i.e., warm, cool, and neutral) and minimal understanding of how color can contribute to a mood or feeling in a painting. The student provides no response to part b (i.e., description of the mood of the painting and explanation of how the color used influenced the painting's mood). Still, there is some correct information given for part a (i.e., identifying where warm, cool, and neutral colors can be found in the painting), so the response is given a score of "1."

Instructional Strategies

The open-response question *Using Colors* was designed to assess the student's ability to (1) analyze their own and others' artistic products and performances using accepted standards and (2) identify art elements (line, shape, form, texture, color (primary and secondary hues) and color groups (warm, cool, neutral). The instructional strategies below present ideas for helping students to explore and master these concepts.

Provide opportunities for students to work individually, in pairs, in small groups, and/or as a class to complete (with teacher guidance and support) any or all of the following activities:

- Have students view examples of pictures first as grayscale images (or black-and-white photographs), then as color images. Ask students to describe how color affects how they feel about the picture.
- Briefly discuss the science behind how we are able to perceive color with the human eye. Discuss with the students the function of color in our environment from several points of view: fashion, decor, and safety.
- Discuss the theory that color affects mood. Look at color swatches and explore the qualities of such colors as red (excitement, danger, warmth, intense feelings), blue (rest, quiet, relaxation, coolness), and yellow (action, energy, happiness). Ask students to share their own opinions and experience of color. Reinforce that the impact of color on mood is still theory rather than fact.
- Have the students create their own color wheel, including the tertiary colors (red, red-orange, orange, yellow-orange, yellow, yellow-green, green, blue-green, blue, blue-violet, violet, red-violet). Give the children the time and materials needed to explore the uses of color in their own artwork. Some ways they might experiment would include:
 - Create a picture using only two colors from opposite sides of the color wheel (for example, a picture using only blue and orange). How do the colors play off of one another? What mood is created when using opposing colors?
 - Create a picture using only three adjacent colors from the color wheel (for example, yellow-orange, yellow, and yellow-green).
 - Create a picture using three adjacent colors and the color opposite the middle of the three (for example, blue, blue-violet, violet and yellow-orange).

- Create a picture using only neutral colors. What mood is created when creating a picture with tone but no hue?
 - Have the students create a picture using “wrong colors,” such as a snow scene in values of yellow, red and orange. How does the change in color change the student’s perception of the scene?
 - Before beginning any art project, remind students to consider the color scheme and plan the effect they want to achieve, being careful not to prescribe the “correct” color scheme for them.
- Encourage students to explore color-related learning materials via the Internet. For example, “Setting the Mood with Color” by Sean Glithero at SDSU Education Technology.
 - Ask students to explore reasons why they dislike some colors and have them find examples of the color in functional or decorative objects. Discuss why certain colors are used for road signs, emergency clothing, hunting gear, law enforcement uniforms, etc.
 - Explore the use of color in commercial photography for magazines. Have the students bring specific examples and explain why they chose a particular image to share.
 - View exemplary works of art that feature color as a primary element. Discuss how the artists used color to create mood or portray feelings.



Grade 5

Practical Living/Vocational Studies

PRACTICAL LIVING/VOCATIONAL STUDIES

Safety Around Strangers

Susie has been taught by her parents and her teachers not to talk to strangers when she is alone.

- a. Describe THREE things, in addition to not talking, that Susie might do if a stranger came up to her when she was alone.
- b. Explain how EACH of these actions would help to keep her safe.

Academic Expectation: 2.31 “Students demonstrate the knowledge and skills they need to remain physically healthy and to accept responsibility for their own physical well-being.”

Core Content Code: 1.6.3 “There are procedures (e.g., staying calm, heeding warnings, following safety procedures) for dealing with potentially unsafe and threatening situations (e.g., water, fire, animals, earthquake, stranger danger).”

Safety Around Strangers

Scoring Guide

SCORE	DESCRIPTION
4	Student describes three things, in addition to not talking, Susie might do if a stranger came up to her when she was alone. Student clearly explains how each of these actions would help to keep her safe.
3	Student describes three things, in addition to not talking, Susie might do if a stranger came up to her when she was alone. Student generally explains how each of these actions would help to keep her safe. OR Student describes three things, in addition to not talking, Susie might do if a stranger came up to her when she was alone. Student clearly explains how one or two of these actions would help to keep her safe.
2	Student describes three things, in addition to not talking, Susie might do if a stranger came up to her when she was alone with limited or no explanation of how each of these actions would help to keep her safe. OR Student describes three things, in addition to not talking, Susie might do if a stranger came up to her when she was alone. Student generally explains how one or two of these actions would help to keep her safe.
1	Student demonstrates minimal understanding (e.g., student describes one thing, in addition to not talking, Susie might do if a stranger came up to her when she was alone with limited or no explanation of how the action would help to keep her safe).
0	Student's response is totally incorrect or irrelevant.
Blank	No student response.

Examples of things Susie might do if a stranger came up to her when she was alone:

- Go inside
- Lock doors
- Tell an adult
- Get car license number
- Call police/911
- Walk away/run away

Annotated 4-Point Student Response

An effort has been made to reproduce the sample student papers as closely as possible to the original handwritten copy, including any grammatical errors in usage. Scores are given based on evidence of relevant content knowledge only. Spelling and grammatical errors have no impact on scores as long as the response is understandable. Writing skills such as spelling and grammar are evaluated as one component of holistic scoring in on-demand writing tests administered at grades 4, 7, and 12.

In the level “4” student response below, up to three errors related to writing skills are highlighted with light gray shading. These errors have no impact on scoring because the response is understandable.

Student Response

a. Every child is taught, one way or another, how to deal with strangers. Susie has been taught by parents and teachers not to talk to strangers. I will describe 3 things Susie could do if a stranger approached her while she was alone.

Susie could pretend she didn't hear the person, yell for an adult, or run as fast as possible.

b. These things are what I would do if I was in **here** situation. Below I will tell you why.

If Susie ignored the person, they might just leave her alone. If she called for an adult, if the stranger had bad intentions, they would probably leave her alone. If she ran away as fast as possible, chances are the stranger won't bother to chase her.

I was taught to stay away from strangers, but this is what I was taught to do if one approached me. I hope Susie never faces that situation.

Student restates the question. This does not count toward the student's score.

Student describes three things, in addition to not talking, that Susie might do if a stranger came up to her when she was alone.

Student clearly explains how each of these actions would help to keep her safe.

Overall, the student demonstrates a broad understanding of the skills necessary to accept responsibility for the student's own safety and well-being. The student presents three reasonable actions Susie could take to stay safe around strangers, with three reasonable potential outcomes for these actions.

Annotated 3-Point Student Response

An effort has been made to reproduce the sample student papers as closely as possible to the original handwritten copy, including any grammatical errors in usage. Scores are given based on evidence of relevant content knowledge only. Spelling and grammatical errors have no impact on scores as long as the response is understandable. Writing skills such as spelling and grammar are evaluated as one component of holistic scoring in on-demand writing tests administered at grades 4, 7, and 12.

Student Response

People have tot Susie not to talk to strangers.

A. In addition to not talking to strangers some things that might help her when she is alown is to skreem, run away, tell an adult.

B. Each of these actions will keep her safe by skreemin so some one can hear her. To run away so you don't get hert. And to tell an adalt so they can't heart anyone eles.

Those are some tips to help Susie.

Student describes three things, in addition to not talking, that Susie might do if a stranger came up to her when she was alone.

Student generally explains how each of these actions would help to keep her safe.

Overall, the student demonstrates a general understanding of skills needed to take responsibility for personal safety. The response lacks specificity and is therefore not characterized as “clear.” For example, “to run away so you don’t get hurt” would be clearer if the student suggested running toward a place with other people. Similarly, telling an adult is a correct rule to follow, but the explanation—“so they can’t hurt anyone else”—focuses on keeping other people safe, not Susie. The response could receive a higher score by providing more specific explanations for the suggested strategies.

Annotated 2-Point Student Response

An effort has been made to reproduce the sample student papers as closely as possible to the original handwritten copy, including any grammatical errors in usage. Scores are given based on evidence of relevant content knowledge only. Spelling and grammatical errors have no impact on scores as long as the response is understandable. Writing skills such as spelling and grammar are evaluated as one component of holistic scoring in on-demand writing tests administered at grades 4, 7, and 12.

Student Response

(A) (1) She could run away and (2) tell an adult she can trust that a stranger was talking to her. Also she could just say no, or (3) she could scream.

(B) By doing what she was told to do by her teachers, and parents said.

Student describes three things, in addition to not talking, that Susie might do if a stranger came up to her when she was alone.

Student's attempted explanation does not address what is required by the question.

Overall, the student demonstrates a basic understanding of strategies for taking responsibility for personal safety. The student describes three things to do, but does not explain, even in a limited way, how any of these actions would help to keep Susie safe.

Annotated 1-Point Student Response

An effort has been made to reproduce the sample student papers as closely as possible to the original handwritten copy, including any grammatical errors in usage. Scores are given based on evidence of relevant content knowledge only. Spelling and grammatical errors have no impact on scores as long as the response is understandable. Writing skills such as spelling and grammar are evaluated as one component of holistic scoring in on-demand writing tests administered at grades 4, 7, and 12.

Student Response

- A) walk off and scream and run
- B) She will not get hurt.

Student describes two things things (i.e., scream and run) that Susie can do, in addition to not talking, if a stranger came up to her when she was alone. "Walk off" is not qualitatively different enough from "run" to count as two separate actions for Susie to take.

The student attempts an explanation, but it does not address how any of these actions would help to keep her safe.

Overall, the student demonstrates minimal understanding of strategies for taking responsibility for personal safety. The response offers two actions, without any explanation.

Instructional Strategies

The open-response question *Stranger Danger* was designed to assess students' understanding of ways to stay safe when interacting with potentially dangerous strangers. The instructional strategies below present ideas for helping students explore and master these concepts.

Invite a police officer to visit the classroom and discuss ways for children to stay safe and avoid stranger danger.

Various books are available for children at this grade level related to the topic of stranger danger. The teacher could read the book to the class as a whole, or students could be responsible for reading the book and completing an oral or written book report.

Videos made by safety experts (e.g., police organizations) are also available from local and school libraries or are available for purchase.

Brainstorm with the class appropriate rules children should follow to help them avoid stranger danger. Then choose one of rules developed and make it the "rule of the week." Review the rule daily by using it as a journal prompt, art poster, etc. Choose a different rule each week until all safety rules are reviewed.

Provide opportunities for students to work individually, in pairs, in small groups, and/or as a class to complete (with teacher guidance and support) any or all of the following activities:

- Create a booklet or book on staying safe. "Publish" the book and have students read their book to younger students (kindergarten, first grade class).
- As a class, develop a set of interview questions. Then interview parents or other adults for ideas about how to avoid stranger danger. Report findings to the rest of the class.
- Create a poster board for classroom display that illustrates a rule for staying safe from stranger danger.

- Role-play various scenarios showing how to avoid stranger danger. (Scenarios can be provided by the teacher or written by the students.) Present the skits to the rest of the class or another classroom.
- Use pre-screened websites on the Internet to research ways to avoid stranger danger.
- Watch a video created by students (or one purchased). Stop the video from time to time to discuss ways to make better decisions or to respond to strangers in a safer manner.

Jenny's Camping Trip

Jenny is going camping for the weekend. She is packing and does not have space to bring a lot of things with her.

- a. Name TWO things that Jenny NEEDS to pack.
- b. Explain why she needs EACH of these things.
- c. Name TWO things that Jenny might WANT to pack.
- d. Explain why EACH of these things is not a need.

Academic Expectation: 2.30 “Students evaluate consumer products and services and make effective consumer decisions.”

Core Content Code: 3.1.1 “There is a distinction between needs and wants.”

Jenny's Camping Trip

Scoring Guide

SCORE	DESCRIPTION
4	Student names two things that Jenny needs to pack and two things that Jenny might want to pack and clearly explains why each is or is not a need.
3	Student names two things that Jenny needs to pack and two things that Jenny might want to pack and generally explains why each of at least three is or is not a need. OR Student names one or two things that Jenny needs to pack and one or two things that Jenny might want to pack (for a total of three things that Jenny needs or wants to pack) and clearly explains why each is or is not a need.
2	Student names a total of two or three things that Jenny needs or might want to pack and generally explains why each of at least two is or is not a need.
1	Student demonstrates minimal understanding (e.g., student names four things that Jenny needs or might want to pack with limited or no explanation).
0	Student's response is totally incorrect or irrelevant.
Blank	No student response.

Examples of needs:

- Sleeping bag
- Flashlight
- Clothing
- Tent
- Nutritious food
- Water
- First aid kit

Examples of wants:

- CD player
- Games
- Teddy bear
- Candy
- Soft drinks
- Hair dryer

Examples of clear explanations:

- She needs extra clothes to stay warm (or to survive).
- She needs food because she may not be able to find food in the forest (or for when she is hungry).
- She needs fresh water because there may not be a creek nearby (or to survive).
- She does not need a CD player because music is not needed for camping.

Examples of general explanations:

- She needs water to drink.
- She needs food to eat.
- She needs a sleeping bag to sleep in.

Annotated 4-Point Student Response

An effort has been made to reproduce the sample student papers as closely as possible to the original handwritten copy, including any grammatical errors in usage. Scores are given based on evidence of relevant content knowledge only. Spelling and grammatical errors have no impact on scores as long as the response is understandable. Writing skills such as spelling and grammar are evaluated as one component of holistic scoring in on-demand writing tests administered at grades 4, 7, and 12.

In the level “4” student response below, up to three errors related to writing skills are highlighted with light gray shading. These errors have no impact on scoring because the response is understandable.

Student Response

(A) One thing Jenny needs to pack with her is two pairs of clothes. Another thing she needs to pack with her is food.
(B) Jenny needs food because if you don't have food you can die. You also have to have food to be strong. Jenny has to have clothes so if it's cold she won't be so cold. If it started raining she won't get wet that much.
(C) One thing Jenny might want to pack is a teddy bear. Another thing she might want to pack is a radio.
(D) Each of these things that I listed above are not a need. People don't have to have a teddy bear. A teddy bear is a toy. People don't NEED a toy. People don't need a radio. A radio is a machine that plays music. People can live without a radio.

Student names two things Jenny needs to pack (i.e., clothes and food).

Student clearly explains why she needs these things.

Student names two things Jenny might want to pack (i.e., teddy bear, radio).

Student clearly explains why each of these things is not a need.

Overall, the student demonstrates a clear understanding of the concept of what is a need versus a want. The response identifies and clearly explains two needs and two wants for the camping trip. The student's first explanation is clear because it specifies that without food, she could die, and that she needs clothes to avoid getting cold. The student's second explanation is clear because it specifies that people “can live without” these items.

Annotated 3-Point Student Response

An effort has been made to reproduce the sample student papers as closely as possible to the original handwritten copy, including any grammatical errors in usage. Scores are given based on evidence of relevant content knowledge only. Spelling and grammatical errors have no impact on scores as long as the response is understandable. Writing skills such as spelling and grammar are evaluated as one component of holistic scoring in on-demand writing tests administered at grades 4, 7, and 12.

Student Response

- (a.) She needs to bring (clothes/shoes) and she also needs to bring (water.)
- (b.) 1. She needs to bring (clothes) just in case her other (clothes) gets wet.
2. She needs to bring water just in case the fire gets to high or if they run out of water.
- (C.) Two things that Jenny might want to pack is video games to play with and she might want to bring stuffed animals.
- (D.) A camping trip is where you hike and you also have forest fires, sing, sleep in tents So there are better things to do then play video games. And if she packs stuffed animals she wont have enough space to put anything eles.

Student names two things Jenny needs to pack and generally explains why she needs these things.

Student names two things Jenny might want to pack and generally explains why these things are not needs.

Overall, the student demonstrates a general understanding of the concept of what is a need versus a want. The student's first explanation is not clear because it does not state that she needs clothes to stay warm or to survive. The second explanation does not directly address why each item is not a need. The response would have received a higher score had the student more clearly explained why each item is necessary or unnecessary.

Annotated 2-Point Student Response

An effort has been made to reproduce the sample student papers as closely as possible to the original handwritten copy, including any grammatical errors in usage. Scores are given based on evidence of relevant content knowledge only. Spelling and grammatical errors have no impact on scores as long as the response is understandable. Writing skills such as spelling and grammar are evaluated as one component of holistic scoring in on-demand writing tests administered at grades 4, 7, and 12.

Student Response

Two things that Jenny needs to bring on her camping trip are food and cloths. The reason why she needs bring these things because she has food to stay alive and she needs cloths so that she can stay warm.

Student names two things Jenny needs to pack and clearly explains why she needs these things (i.e., food to stay alive; clothes to stay warm).

Overall, the student demonstrates a basic understanding of the concept of what is a need versus a want. The student offers and explains only things that Jenny needs to bring. A response to the parts of the question relating to wants is missing.

Annotated 1-Point Student Response

An effort has been made to reproduce the sample student papers as closely as possible to the original handwritten copy, including any grammatical errors in usage. Scores are given based on evidence of relevant content knowledge only. Spelling and grammatical errors have no impact on scores as long as the response is understandable. Writing skills such as spelling and grammar are evaluated as one component of holistic scoring in on-demand writing tests administered at grades 4, 7, and 12.

Student Response

- a. Game Boy walkie Talky
- b. She wants to have fun. If she got hurt.
- c. Little t.v. where you put batteries and some games for Game Boy.
- d. T.V. it might get her electrocuted.

Student incorrectly names a Game Boy as a need and correctly names one thing that Jenny might need (i.e., walkie-talkie).

Student provides a limited explanation of one reason that Jenny might need a walkie-talkie (i.e., in case she gets hurt).

Student names a want (i.e., t.v.), but explanation is incorrect.

Overall, the student demonstrates minimal understanding of the consumer concept of what is a need versus a want. The response includes one thing that Jenny might need and one thing that Jenny might want with a limited explanation for only one of these things. The incorrect explanation for t.v. is ignored in scoring because, except at the "4" level, incorrect information does not count against the student's score.

Instructional Strategies

The open-response question *Jenny's Camping Trip* was designed to assess (1) students' understanding of wants versus needs and (2) students' ability to apply the concept of wants versus needs to a real-world situation. The instructional strategies below present ideas for helping students explore and master these concepts.

Provide students with a list of “wants” and a list of “needs.” Using these lists, have students write their own definition of each term.

Provide opportunities for students to work individually, in pairs, in small groups, and/or as a class to complete (with teacher guidance and support) any or all of the following activities:

- Interview parents or other adults about the distinctions between “wants” and “needs.” As a class, compare answers.
- Brainstorm distinctions between “wants” and “needs,” and make a list of each.
- Create collages of pictures from magazines or other sources (e.g., the Internet) illustrating the distinction between “wants” and “needs.”
- Research basic survival needs. For example, how much water does a person need to drink each day to survive?
- Research how nonindustrial societies meet/met basic needs (e.g., creating ways to irrigate to provide water; building different types of shelters depending on available resources).
- Plan and role-play “Surviving a Weekend at School” in which students pretend that they are required to stay at school for the weekend because of a weather emergency such as snow. Students must decide what they need to survive and what they want to make life bearable. Variations could include: a surprise field trip, snow days at home, being stuck in an airport or motel, etc.

Rules for a Small Group Project

You have been chosen to work in a small group for a class project. As a group, you must make rules to help you share ideas.

- a. Name THREE rules you would like to see your group follow so that everyone's ideas can be shared.
- b. Explain why sharing ideas is important.

Academic Expectation: 2.37 “Students demonstrate skills and work habits that lead to success in future schooling and work.”

Core Content Code: 4.4.3 “Many tasks can be completed more efficiently when team skills (e.g., cooperation, communication) are used.”

Rules for a Small Group Project

Scoring Guide

SCORE	DESCRIPTION
4	Student names three rules for sharing ideas and clearly explains why sharing ideas is important.
3	Student names two or three rules for sharing ideas and generally explains why sharing ideas is important. OR Student names three rules for working together and generally explains why sharing ideas is important.
2	Student names one rule for sharing ideas and generally explains why sharing ideas is important. OR Student names two or three rules for sharing ideas with limited or no explanation. OR Student names three rules for working together with limited or no explanation.
1	Student demonstrates minimal understanding (e.g., student names one rule with limited or no explanation).
0	Student's response is totally incorrect or irrelevant.
Blank	No student response.

Examples of rules for sharing ideas:

- Listen carefully
- Do not interrupt
- Take turns—only one person talks at a time
- Give everyone a chance to talk
- Do not make fun of any team member's ideas
- Value every team member's opinion
- Write down all the ideas

Examples of rules for working together:

- No fighting
- Work quietly
- Work hard
- Let everyone work/cut/do the experiment
- Cooperate
- No fooling around
- Listen to the teacher

Examples of reasons why sharing ideas is important:

- Helps us to cooperate, communicate
- Improves the final product, get a better grade
- So we are respectful of all group members
- Makes us more productive/efficient
- So we can learn more
- Lets us hear all the good ideas

Annotated 4-Point Student Response

An effort has been made to reproduce the sample student papers as closely as possible to the original handwritten copy, including any grammatical errors in usage. Scores are given based on evidence of relevant content knowledge only. Spelling and grammatical errors have no impact on scores as long as the response is understandable. Writing skills such as spelling and grammar are evaluated as one component of holistic scoring in on-demand writing tests administered at grades 4, 7, and 12.

In the level “4” student response below, up to three errors related to writing skills are highlighted with light gray shading. These errors have no impact on scoring because the response is understandable.

Student Response

- A) Three rules I would like to see my small group follow are:
- No talking unless it's your turn.
 - Sit still so you can hear.
 - Listen very carefully to every idea.
- B) Sharing ideas is important because you may think your ideas are the best because **you think good**, but somebody else may think differently and have a better idea.

Student names three rules for sharing ideas.

Student clearly explains why sharing ideas is important.

Overall, the student demonstrates a broad understanding of team skills and appropriate group behaviors. The rules presented by the student provide evidence of the student's understanding of the importance of taking turns and being respectful of others' ideas, which are vital for successful completion of small group projects. The explanation is clear because it specifies what can be gained when following the rules: a better idea.

Annotated 3-Point Student Response

An effort has been made to reproduce the sample student papers as closely as possible to the original handwritten copy, including any grammatical errors in usage. Scores are given based on evidence of relevant content knowledge only. Spelling and grammatical errors have no impact on scores as long as the response is understandable. Writing skills such as spelling and grammar are evaluated as one component of holistic scoring in on-demand writing tests administered at grades 4, 7, and 12.

Student Response

a.) Three rules that I would like to see to be able to share ideas would be:
No interrupting
Do not go or do anything unless it is your turn
Always listen to others

b.) Sharing ideas is important because it gives people a chance to hear ideas, to figure out what your going to do or say, and it also makes the other person feel good to know that everyone was listening and paying attention.

Student names three rules for sharing ideas.

Student generally explains why sharing ideas is important.

Overall, the student demonstrates a general understanding of team skills and appropriate group behaviors. The student identifies three rules and explains each one. However, the explanations are considered general because they do not directly address the question (i.e., why the rules are important). For example, the statement, "Sharing ideas is important because it gives people a chance to hear ideas" is a circular explanation and does not touch upon the idea that sharing ideas may generate even better ideas as the group works together, and may ultimately improve the project as a whole.

Annotated 2-Point Student Response

An effort has been made to reproduce the sample student papers as closely as possible to the original handwritten copy, including any grammatical errors in usage. Scores are given based on evidence of relevant content knowledge only. Spelling and grammatical errors have no impact on scores as long as the response is understandable. Writing skills such as spelling and grammar are evaluated as one component of holistic scoring in on-demand writing tests administered at grades 4, 7, and 12.

Student Response

A. Three rules I would like to see my group follow are don't laugh at other people's ideals, don't talk when someone else is talking, and only say ideals if they make sence. Now you know three rules I would like to see in my group.
B. Sharing ideals are important because you can express what you think. Now you know why sharing ideals are important.

← Student names two rules for sharing ideas. Student offers a third rule (i.e., only say ideas that make sense) but it is not appropriate.

← Student attempts to explain why sharing ideas is important, but no new information is provided (i.e., "sharing ideas" and "expressing what you think" are much the same thing).

Overall, the student demonstrates a basic understanding of team skills and appropriate group behaviors. The student identifies two rules for sharing ideas and attempts to explain why sharing ideas is important. However, the explanation is not substantive enough to be considered limited because it offers no new information. With or without a limited explanation, this paper would receive a score of "2."

Annotated 1-Point Student Response

An effort has been made to reproduce the sample student papers as closely as possible to the original handwritten copy, including any grammatical errors in usage. Scores are given based on evidence of relevant content knowledge only. Spelling and grammatical errors have no impact on scores as long as the response is understandable. Writing skills such as spelling and grammar are evaluated as one component of holistic scoring in on-demand writing tests administered at grades 4, 7, and 12.

Student Response

- a. I would like for my group to follow what I give out. I would get only one pair of scissors and take turns in making it. One person would write.
- b. I don't know.

Student's first rule (i.e., follow what I give out) is inappropriate.

Student's second rule (i.e., take turns with the scissors) pertains not to sharing ideas but to working together.

Overall, the student demonstrates minimal knowledge of team skills and appropriate group behaviors. While the focus of this question is on sharing ideas, the student is given some credit for giving a rule related to working efficiently in a group. The inappropriate rule is ignored in scoring because, except at the "4" level, incorrect information does not count against the student's score.

Instructional Strategies

The open-response question *Rules for a Small Group Project* was designed to assess students' (1) understanding of the importance of cooperation while working in groups and (2) ability to describe and apply cooperative strategies in a group situation. The instructional strategies below present ideas for helping students explore and master these concepts.

There are many games that students can play to teach the value of cooperative learning and communication. Instructions for such games are on the Internet or are available commercially. Choose a game that requires students to cooperate and communicate to reach a shared goal. Then, as a class, conduct a discussion about what skills were needed to play the game.

Provide opportunities for students to work individually, in pairs, in small groups, and/or as a class to complete (with teacher guidance and support) any or all of the following activities:

- After working on a small group project, generate a list of rules that helped them work together. Discuss what they did to overcome problems related to cooperation and communication.
- Create poster boards illustrating rules for effective cooperation and communication to display in the classroom.
- Create games that require cooperation to win, and teach their classmates to play.
- Discuss what cooperative skills are required for sports teams to play together effectively. Generate a list of potential problems that might occur if players on a sports team did not cooperate, and what could be done to encourage cooperation and communication.
- Write a story about a situation where people (or characters of their choosing) have to work together to achieve a goal. Share their stories with the rest of the class.
- Write and role-play skits about problems that happen when students work in groups. Examples of problems: one person doing all the work, arguments, being off-task and not getting the work finished, etc.

- Work in cooperative groups to complete activities related to other subjects. After the work is completed, evaluate how the groups functioned. Discuss any rules that could have helped to share ideas, work together better, or complete the assignment more efficiently. (This strategy can be used every time students work in cooperative groups.)

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